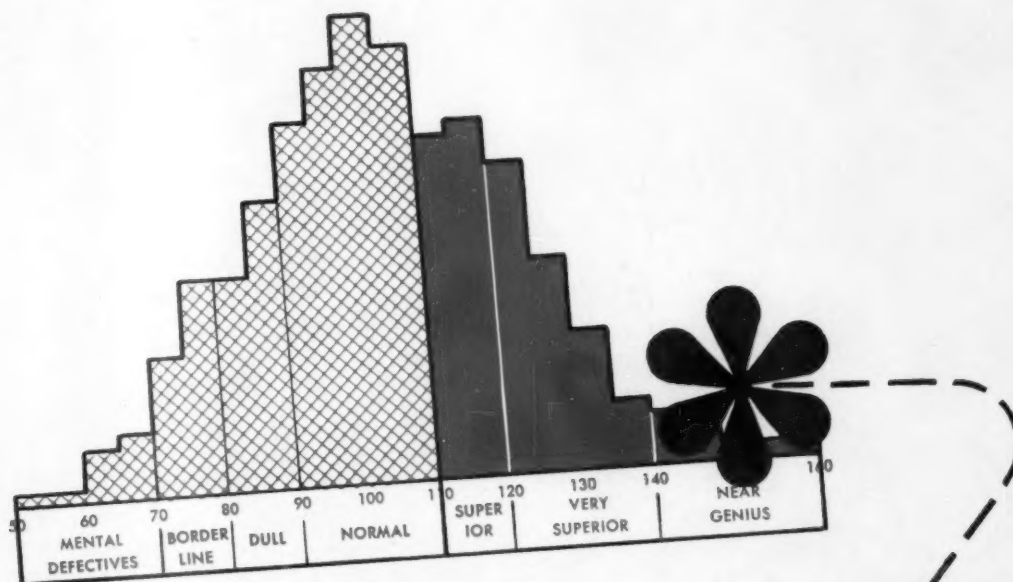


the AMERICAN SCHOOL BOARD JOURNAL



A review of four successful programs for the mentally advanced — ideas on what you can do for your gifted!
(see page 25)



September, 1958



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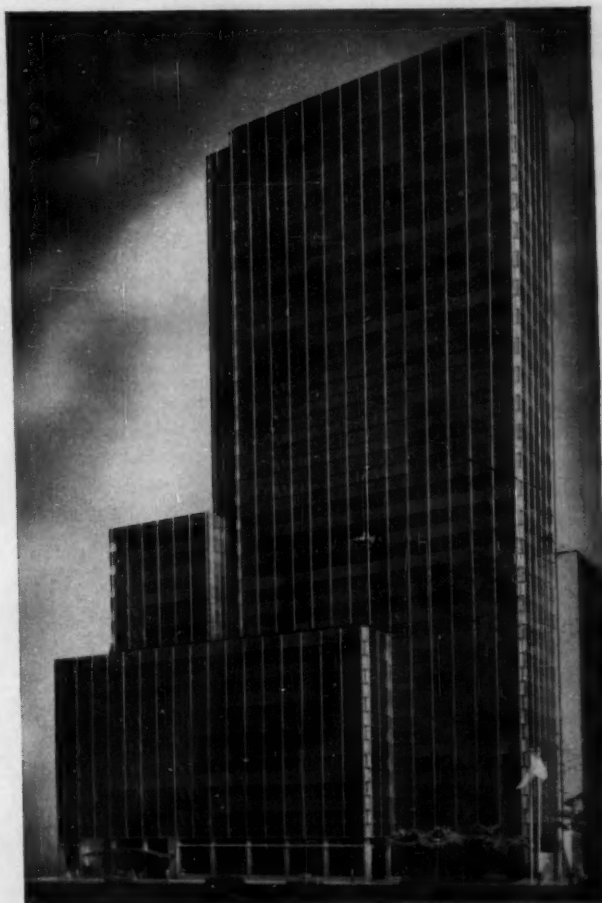
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Georgia Institute of Technology Sports Arena. Architect, Aeck Associates, Atlanta. Photographs, courtesy Joseph W. Molitor, Ossining, N. Y.



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THE AMERICAN School Board Journal

for September, 1958

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OUR COVER . . .

What can your school district do for the mentally advanced? On page 25 you'll find a survey of four different plans for the gifted with varying approaches that other districts have found successful. Accent in the review is on goals, curricula, and methods of identification — all toward helping you with improving your program.

A review of your JOURNAL for September (pg. 4) —→

WILLIAM C. BRUCE, Editor

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Your JOURNAL for September

The school building section of your JOURNAL for September contains several articles which we believe will be of some interest to you. We hope you'll have an opportunity to review:

1. A report on a suburban secondary school in New Kensington, Pa. (page 42) which offers a comprehensive curriculum to senior high students, with stress on both college preparation and on commercial and homemaking education. You'll find the predominantly one-story school is well zoned yet compact, constructed of durable materials yet quite reasonable in cost, extremely functional yet attractive. And it contains some interesting design features, including a dual-purpose stage with provision for amphitheater use.

2. Our presentation of the Starr King school, built by the Arden-Carmichael School District in Sacramento County, Calif. (page 46) which combines in a clever way facilities for elementary and intermediate instruction (grades K-8) and facilities for exceptional children. The modified campus plan utilizes small wings for separation of study and play areas yet the library, cafeteria, and some regular classrooms are used as part of the special education unit. It's an usually competent solution to the special education center building problem!

3. Dr. Boles' fifth installment (page 49) in his series of eight articles on ways to cut school construction costs which considers the area of equipment and its importance to economy.

In addition to the school building section, your September JOURNAL has several features which we'd like you to note. Among the headlines: (1) A very basic paper on the three elements (community, board, superintendent) in educational administration and how these elements developed and must work together in shifting administrative patterns (page 28); (2) what new and more effective types of in-service teacher training programs your district can provide (page 33); and (3) what is happening to the status of superintendents' tenure (page 37).

Once again, this is only "hitting the high spots." We hope that you'll look through the magazine and read what other articles are appealing to you — only please don't forget the regular departments!

for October...

One of the more involved areas challenging the high school planner is the gymnasium. Next month we'll review this department with a three-part survey on basic gym data, flooring selection and installation hints, and an equipment purchase guide. All high school planners should find this symposium quite enlightening.

The Editor

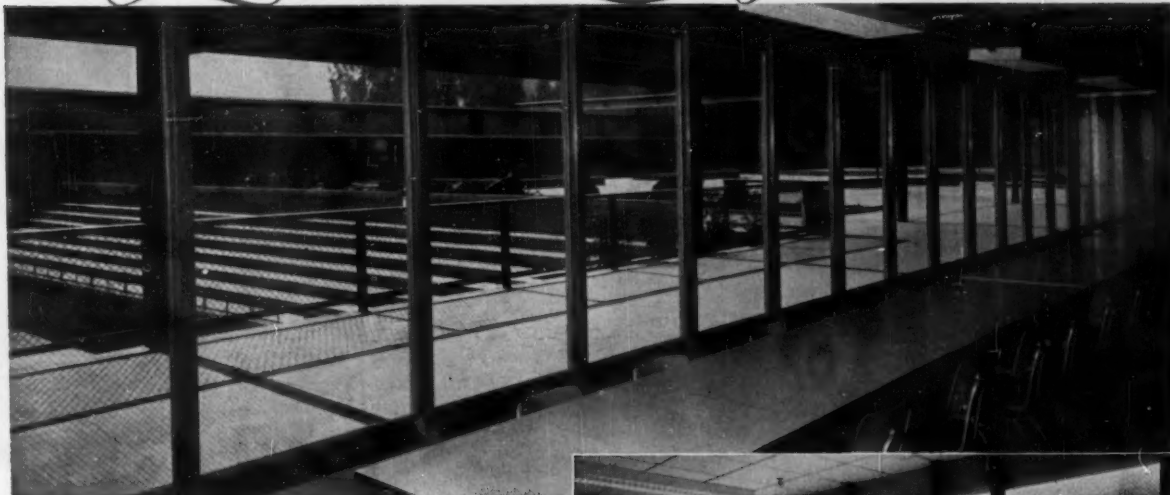
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EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."

More *Daylight* and *Safety* with MISCO



Hillsdale High School, San Mateo, California,
District Superintendent, Thomas F. Reynolds
Architect: John Lyon Reid and Partners
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Beautiful window walls of Misco perform double duty at the new Hillsdale High School, San Mateo, California . . . provide plenty of daylight to create an open, friendly, easy-to-work-in atmosphere while offering protection against breakage and serving as a fire retardant.

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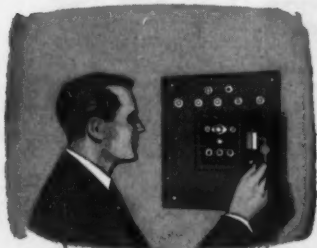
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- Provide handsome clocks in 9", 12", 15" or 18" dials, flush or surface mounted.
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First in Control



Surveying the School Scene

SENATE PASSES AID BILL

The Senate passed a 1.3 billion dollar education bill providing for thousands of college scholarships and for grants to the states to improve grade and high school instruction. The measure, which amplifies the House's 900 million dollar bill, allows scholarship awards to outstanding students of \$1,000 for four years of college.

DESEGREGATION SITUATION

The Southern School News has reported that Southern and border states ended the 1957-58 school year with 770 school districts desegregated and 2129 still segregated.

Of the 770 desegregated districts, all but 15 are in the border states and none is in the "deep South."

It appears possible that the wall of all-level segregation in five resisting states will be broken for the first time by Florida's compliance with a court order opening graduate schools in the universities to Negro students.

● In Louisiana, United States District Judge J. Skelly Wright voided a state law which gave a special legislative committee authority to re-classify any public school as exclusively white or Negro. He ruled that any law designed to circumvent the Supreme Court's ruling outlawing school segregation was unconstitutional on its face. The Orleans Parish (County) school board, which has been ordered to integrate its schools, had sought to have the order dismissed on the ground that school classification had been taken out of its hands by the 1956 statute.

● Gov. Orval E. Faubus, who called out the National Guard to defy the Federal Government in last fall's Little Rock integration crises, won an almost unprecedented third

term by a landslide vote. His opponents were against segregation, but opposed to use of troops to defy federal integration duress.

● In Norfolk, Va., the school board adopted a local pupil assignment plan and declared that the Federal District Court's desegregation order will be obeyed, even though it conflicts with Virginia's "massive resistance" laws.

MORE SCIENCE, MATH URGED

How to achieve more and better instruction in science and mathematics for students in



"They Want to Go Slow, Child. That What They Said 80 Years Ago."

the nation's high schools was spelled out in a recently released booklet of the National Association of Secondary School Principals. Among the recommendations in this seven-page policy statement:

1. At least three hours a week of mathematics instruction and three of science during each of the junior high years for all normal pupils.

2. Study of science and mathematics in every senior high year by all students "who have sufficient capacity and interest to assure achievement."

3. Study of basic mathematics and science for at least one year each by all other senior high school students.

4. Flexible programming to permit capable students to progress at a rapid pace and take college-level subjects during their senior year in high school.

ENROLLMENT DROP FORECAST

The rate of enrollment growth in public elementary and secondary schools during the 1958 to 1964 period will be almost 16 per cent less than during the 1952-58 period, according to estimates of the Investment Bankers Association of America.

In a special statement to a Senate subcommittee on education, the IBA reported that the sales of school bonds during 1958's first six months set "new records." The total of school bonds sold during the first half was \$1.3 billion, exceeding the \$1,244,000 in the corresponding 1957 period.

GIBBS APPOINTED



Dr. James E. Gibbs, Jr., former director of the Public Education Survey for the Tennessee Legislative Council Committee and Coordinator of the Division of Finance and Administrative Service for the Tennessee State Department of Education, has been appointed Chief of State School

Systems in the Office of Education. One of Dr. Gibbs' major activities will be to work with national organizations for the improvement of education.

SCHOOL PICTURE IN FALL, 1957

The U. S. Office of Education reported recently that in the fall of 1957, there were 32,834,000 pupils enrolled in full-time public elementary and secondary day schools. Of this figure, 22,780,000 were in elementary schools and 10,054,000 in secondary schools.

Other statistics: 1,254,000 full- and part-time teachers, classroom teachers, a gain of 61,000 or 5.1 per cent, were employed; reduction of the pupil-teacher ratio from 26.5 to 26.2; 70,500 classrooms are scheduled for completion during the current school year, a 2.5 per cent increase over the 68,800 rooms completed in 1956-57.

REORGANIZATION REPORT

The complete report of the AASA Commission on School District Organization calls the needed consolidation of schools "one of the

(Continued on page 13)

Policies for Using ETV

As educational television is being broadcast over station WPIX in New York City beginning in September, the New York state education department issued a statement of "operational policies and procedures" for district in the New York reception area. The policies, which are applicable in any district include:

1. To the maximum extent, instruction by means of broadcast television should be institutionally connected. That is to say, program content should be co-ordinated with ongoing instructional resources in establishing institutions so that the "administration of learning" can continue to be accomplished by educational sovereignties, such as, existing schools, colleges, and other agencies. It is hoped that co-operation with cultural agencies, such as libraries and museums, will assist in their achievement of established objectives. The use of televised instruction should be intended to improve familiar and existing organizations of instruction.

2. There will be many programs which will have value but reach only limited audiences. Programming authorities should not feel compelled to broadcast something of presumed appeal to everyone of all ages and all backgrounds each and every minute of the available hours. Effectiveness of educational tele-

vision medium can not be judged exclusively by numbers of viewers.

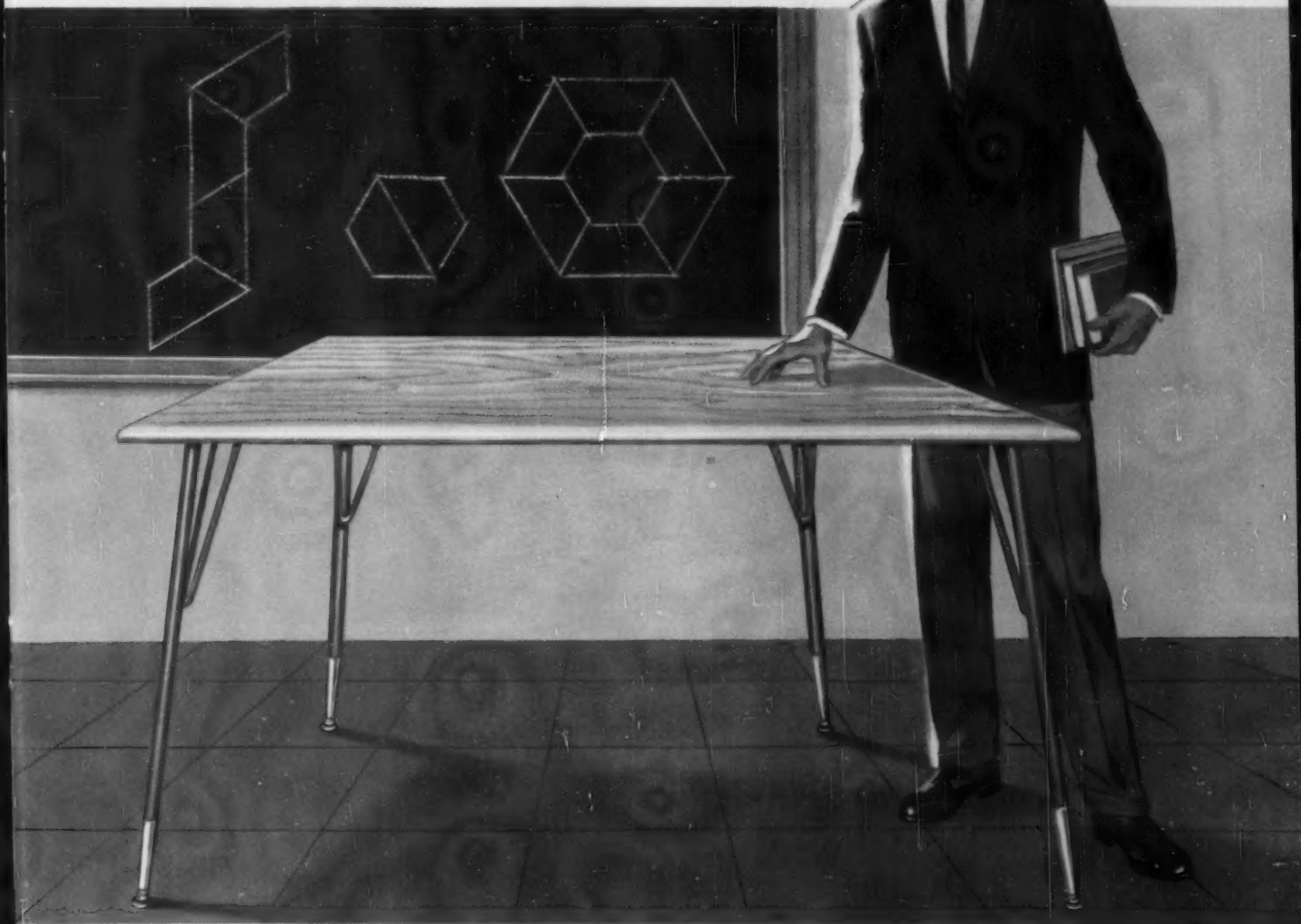
3. Skills must be developed for classroom use of television. The full effect of broadcasting programs can be achieved only as preliminary assistance is given to teachers and classes in their use. Thus, it is expected that attention will be given to developing techniques of reception.

4. In the scheduling of programs, it will be necessary to retain both (a) stability, which will make it possible for education to plan ahead in the use of the telecasts and (b) flexibility, which will make it possible to accommodate important events and opportunities as they occur. While the pattern of programming must have continuity, there may be variation from week to week and month to month. The television facility should not be used to force a lock-step pace on co-operating teachers and schools.

5. A continuing program of evaluation must be maintained so that the extent to which purposes and objectives are achieved may be measured. Included should be such tests as the extent reached of the audiences for whom the programs are designed, their responsiveness, and the effectiveness of learning. The institutional connection referred to earlier will be particularly valuable in this respect.

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seating design offers a new kind of classroom furniture
that will influence the thinking of the entire industry.

*Be sure to see new **Samsonite** furniture...first...
Then compare and decide. You owe it to him!*

Modern design...Versatility

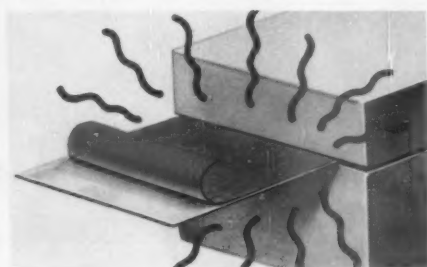
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This is Samsonite's **STUDY DESK** that combines the best features of a desk and chair in one mobile unit. Desk is sealed to PlastiShield seat height. With book-box or book-rack.



This is Samsonite's **STUDENT DESK** that pairs off with the student chair. Can be used as desk or table. Available with open front book-boxes, or with lift lid and closed front book-box.

This is Samsonite's **PlastiShield STUDENT CHAIR** with exclusive compound-curve pivot-back support, extra-large contour seat. Carefully proportioned to assure less fatigue, more attention. Actually helps improve a student's posture.



PIVOT BACK SUPPORT—with swivel on two-point suspension. Cushioned contact points insure silent pivoting action.



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that can be arranged
in many geometric
combinations.

As a single unit, it's a
desk for two or three
students. Two tables with
the long sides flush
together form an hexagonal
"round" table with six
well defined places for as
many students.

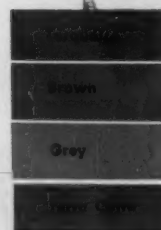


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silently, effortlessly. Provide
clean contrast to frame color.



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Adds strength without weight.
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equipped with spacious writing surface, roomy
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Durable construction and equipped with swivel
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SHWAYDER BROS., INC., Classroom Furniture
Division, Detroit 29, Michigan.

Samsonite

*Strongest
lasts longest*

THE SCHOOL SCENE

(Continued from page 8)

major educational problems of the times."

Defining a properly sized district as one with at least 40 teachers and 1200 students in grades 1-12, the commission reported that of our almost 52,000 districts: (1) only about one district in eight is large enough to employ as many as 40 teachers; (2) less than half of the nation's school districts operate schools for more than 50 students; (3) about one district in seven operates no schools at all, but sends its students to neighboring districts on a tuition basis.

Of the 23,746 public high schools in the country now, about 13,100 enroll less than 200 students; just over 7100 enroll less than 100, and about 2700 enroll less than 50, the Commission pointed out.

NEW YORK GET-TOUGH POLICY

In New York City promotions were carried out in the city schools but 34,000 pupils in elementary and junior high schools were left back under a new "get-tough" promotion policy of the school board which reversed an 11-year trend toward semi-annual advancement. Tentative calculations indicated a promotion rate this year of 93.7 per cent of the 483,000 pupils enrolled in the lower division. This contrasted with 97.2 per cent in June, 1957, and 99.2 per cent in 1950-53.

SCHOOL LUNCH FUNDS

The U. S. Department of Agriculture announced recently allocation of its \$93.6 million budget among the states and territories for operation of the national school lunch program during the coming year. The amount was an increase of \$10 million over the 1957-58 allotment.

ROCKEFELLER REPORT

The recently released Rockefeller Report on Education, written by a panel of prominent Americans after a study of nearly two years, characterized education in the United States as being in a bad way. "Our schools are overcrowded, understaffed and ill-equipped." The basic problem, according to the report, is one of money, but it will take more than money alone to meet the pressures ahead. The situation calls for "complete and unsparing examination of the entire pattern of U. S. education."

NEW BOARD POLICIES

The board of education of Las Vegas, N. Mex., has completed work on a statement of written board policies. The statement is in line with a movement throughout the state, which is supported by Dr. Frank Angel, of the College of Education at the University and director of the New Mexico School Boards Association.

The policies are composed of nine major points: (1) personnel and pupils; (2) organization of the board; (3) administrative organization of personnel; (4) educational program; (5) pupil accounting and attendance; (6) employment and retention of staff; (7) community relations; (8) rules governing hours of teachers; (9) student teaching program.

Under "educational program" the board has made it plain that it favors a well-rounded curriculum. This places a responsibility upon the superintendent, the administrators, and the teaching staff, to keep abreast of the trends in effective teaching. Under this plan, the board has introduced a double-track program of English in the high school, a triple-track program in mathematics, a modified "Joplin Plan" in reading, and a stepped-up experiment in more adequate grouping of gifted pupils in the schools.

SCHOOL POLICY AND ADMINISTRATION

PARENT OPINIONS ON CURRENT SCHOOL PROBLEMS

"Parents: Are you satisfied with the general quality of the public school system?"

To answer this question and many others, the board of education of Syracuse, N. Y., under the direction of Supt. Paul A. Miller, distributed a questionnaire among the parents of the local public school children during April of 1958. The study was aimed at: (1) providing the board with the opinions of parents regarding public school services and

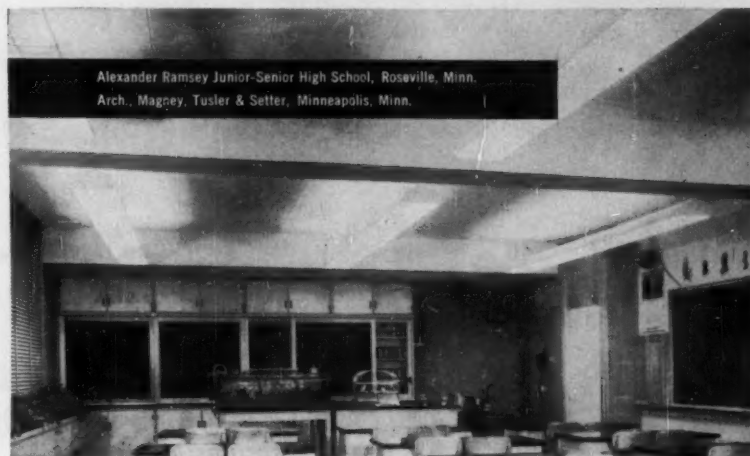
current school problems; (2) increasing the interest of citizens and parents in the work the schools are doing; (3) evaluating and improving the school system by pointing up areas of strength and weakness; (4) indicating the areas of parent need for more information regarding the schools.

Of the parents who replied to the questionnaire, 82 per cent indicated satisfaction with the quality of education in the city; 74 per cent felt they receive full value from their school tax dollar.

A majority of the parents felt that the schools are doing a good job in teaching citizenship and the three R's, that they teach the pupil to use initiative, develop character, offer a knowledge of current affairs, and teach the importance of industry and all occupations.

Considerable uncertainty existed regarding

(Continued on page 56)



Alexander Ramsey Junior-Senior High School, Roseville, Minn.
Arch. Magney, Tusler & Setter, Minneapolis, Minn.

NATURAL SLATE CHALKBOARDS

... because young eyes deserve the best!

The Alexander Ramsey Junior-Senior High School was a special awards winner in the 1954 "School Executive" competition. Thus, it comes as no surprise that the specifications for this forward-looking school included natural domestic slate chalkboards. For of all chalkboards, slate communicates best. Only white chalk on slate produces the desired high contrast necessary to permit young eyes to see and grasp the written message instantly. Only slate is so easy to clean ... so durable ... so low in annual maintenance cost ... and so harmonious with traditional or contemporary decor. That's why leading schools, like Alexander Ramsey, continue to specify natural slate ... quarried in Pennsylvania.

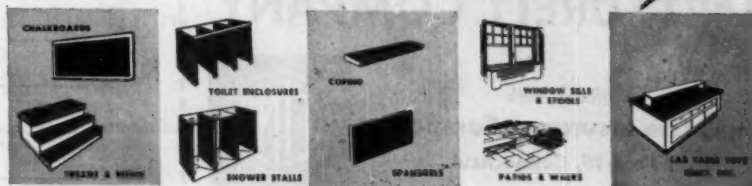
for information on specific properties of slate, write:

NATURAL SLATE BLACKBOARD CO.

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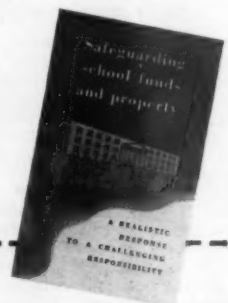
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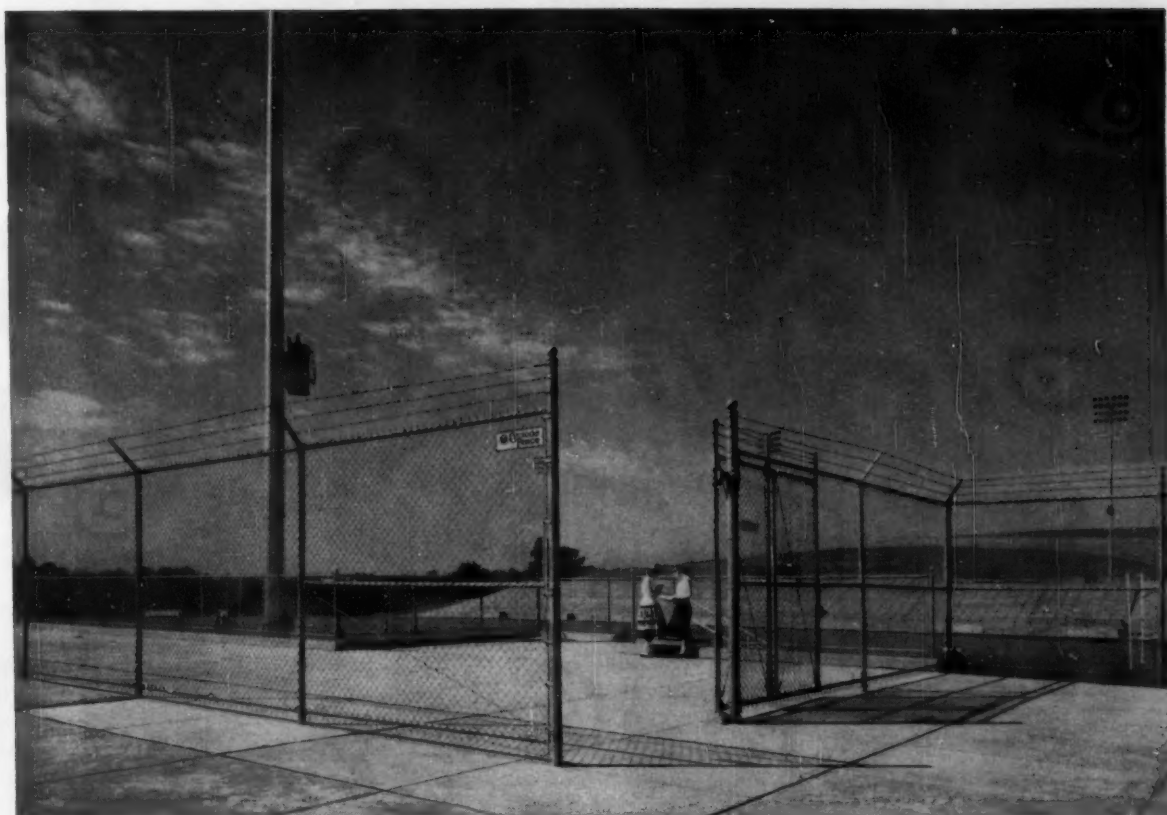
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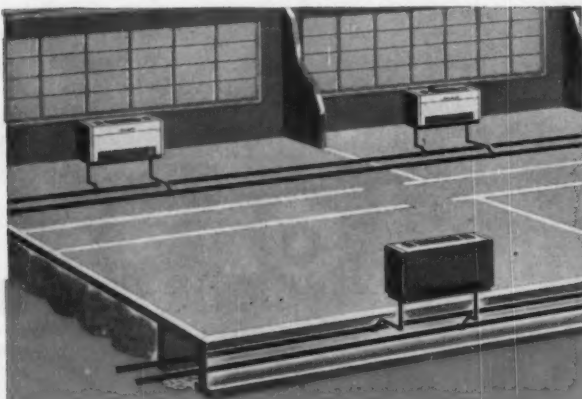
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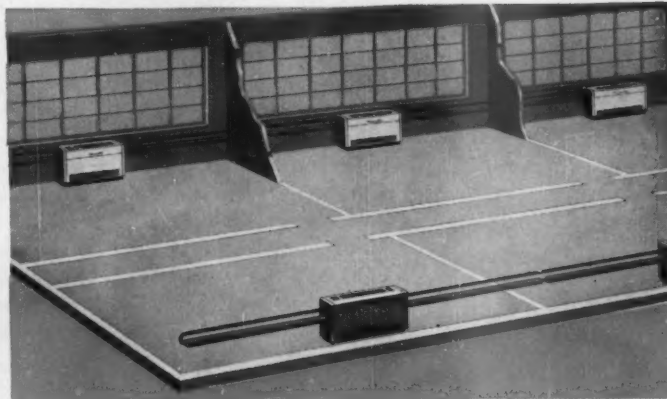


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▲ Conventional layout (showing how perimeter trenches are used to carry the supply and return piping under the floor), is used for both steam and hot water systems. As you can see, it calls for costly trenches or crawl space, mains, runouts and pipe insulation. All take a big bite out of your heating and ventilating dollar, and all can be dispensed with when you use . . .



▲ the Nesbitt Series Hot Water Wind-o-line System. The Nesbitt Syncretizer unit ventilator, installed in each classroom on this system, requires only about $\frac{1}{2}$ as much hot water as do conventional systems. As a result, smaller pumps and pipes are used. The only supply and return piping you need in a classroom wing (see above) is the Nesbitt Wind-o-line Radiation itself.

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Nesbitt Systems are making possible savings of as much as 20% over conventional systems in typical schools all across the country.

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IN NEW JERSEY \$1.67 sq. ft.

Pennsauken High School,
Pennsauken, N. J.
Architect: Faint & D'Anastasio
Engineer: John Knecht
Capacity: 1800 pupils
Gross Area: 188,000 sq. ft.
Total Contract: \$2,844,659
Heating and Ventilating: \$314,986

IN OHIO \$1.91 sq. ft.

Young Elementary School,
Springfield Township, Ohio
Architect: W. B. Huff & Assoc.
Engineer: Paul Fleming
Capacity: 300 pupils
Gross Area: 22,000 sq. ft.
Total Contract: \$335,071
Heating and Ventilating: \$42,025

IN ILLINOIS \$1.41 sq. ft.

Creve Coeur Elementary School,
Creve Coeur, Illinois
Architect & Engineer:
George Poppo Wearda
Capacity: 256 pupils
Gross Area: 11,800 sq. ft.
Total Contract: \$156,124
Heating and Ventilating: \$16,664

■ ■ ■ Compared with the installed costs of some other systems, the Nesbitt Series Hot Water Wind-o-line System saves you as much as 20% on construction, equipment and installation costs. Each classroom has its own Nesbitt *Syncretizer* unit ventilator for heating, ventilating and natural air cooling. And Nesbitt Wind-o-line radiation extends along the sill to protect pupils seated near windows from cold walls and window downdraft.

No other unit ventilator provides *controlled* heating, ventilating and natural cooling as effectively as the Nesbitt *Syncretizer*. When used in combination with Nesbitt Wind-o-line radiation, the result is healthful, productive comfort—free of physical distraction—for every pupil in the room whether he sits near the window or at the other side of the room. *Only the comfortable student can maintain maximum learning efficiency.*

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All Firestone school bus tires come with Firestone Rubber-X at no extra cost! And there's a Firestone tire for every school need—and every school budget. Let your Firestone Dealer or Store analyze your bus tire needs and give you top tire value for school tax dollars. Be sure to specify Firestone on all new buses.



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One of the important causes is airborne dust, which harbors the bacteria. This fine dust has unusual power of movement; a person walking over a floor can literally stir up an invisible cloud of it.

Economical Hillyard CLEAN-O-LITE, developed to meet today's higher standards for sanitation in public buildings, is a concentrated liquid detergent, deodorizer and sanitizer. As a cleaner, it ranks

with the most efficient in loosening and lifting dirt without damage to the floor.

At the same time, it has a high certified effectiveness in controlling bacteria on the floor. This sanitizing action is residual—sanitizing properties remain on the surface cleaned.

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N.S.B.A. REPORT

W. A. SHANNON Executive Director N.S.B.A.

School Board Leaders From Ten States Attend NSBA Midwest Area Conference

HAROLD V. WEBB

School boards in ten midwestern states will be aided in providing for better schools as a result of the NSBA Midwestern Area meeting held in Springfield, Ill., July 17-19, 1958.

State school boards association officers and executive secretaries from Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin met in Springfield to work together in studying some of the vexing problems facing the schools and to discover some effective ways in which associations of school boards can be of help to school board members in dealing with these problems.

The program got under way at a banquet in the Coral Room of the St. Nicholas Hotel, Thursday evening. Illinois Superintendent of Public Instruction Vernon L. Nickell spoke to the group on some of the general problems of modern-day education. He pointed to such issues as revenue, enrollments, and world-wide ideological struggles as those having the most significant effects on schools. He charged school board members with the responsibility for providing quality education in the schools they administer.

NSBA Executive Director W. A. Shannon outlined some of the NSBA services available to state organizations. With the expanded program of services made available as a result of action taken by the Delegate Assembly and the Board of Directors, NSBA publications and personnel are available to states to help school board members. Mr. Shannon announced the addition of Dr. Harold V. Webb to the NSBA Staff. Dr. Webb will be in charge of Field Services and Convention Exhibits. Peter Prouse is in charge of Publications and Public Relations.

On Friday and Saturday, the group devoted its attention to a thorough study of "The Junior College," "The Teaching of Mathematics in Grade and High School," and "How School Boards Associations Serve Their Members."

Junior Colleges a School Board Responsibility

Dr. Raymond Young, Head of the Department of Educational Research, University of Illinois, discussed some of the problems related to the establishment and

operation of junior colleges. The importance of the junior college in the over-all educational pattern was emphasized by Dr. Young when he said, "In a time of smoldering international crises and in a world where the long-term superiority of our way of life and its very survival may depend more upon the development and efficient utilization of human resources than upon armed might we can muster, and all the implements of destruction we can produce, it is heartening that we pause . . . to focus our attention upon a unit of the educational system, the junior or community college."

Board members present recognized the responsibility which local districts have for the establishment of the junior or community college as an extension of educational opportunity beyond the high school when such a program is desirable and feasible. During the discussion of the district's responsibility for this service, it was pointed out that junior colleges can play an important role in meeting the shortage of skilled man power, and in developing a source of supply of technicians in the fields of medicine, dentistry, nursing, and teaching.

Dr. Young said that the National Commission on Human Resources and Advanced Training reported that fewer than half of the top ¼ of all high school graduates and only 60 per cent of the upper 5 per cent in ability receive college degrees. Only 53 per cent of the upper ¼ enter college. The school boards group learned that the community college can play an important role in helping post-high school youth obtain advanced education and training. This was deemed to be a vital function

Dr. Webb is NSBA executive assistant for field services. Before joining the executive staff of the National School Boards Association on July 1, he served for three years as executive secretary of the Wyoming School Boards Association. Concurrently he held positions as associate professor of education and head of the department of school service at the University of Wyoming.

of the over-all educational system of the country.

It was also pointed out that the availability of a junior college often makes it possible for some students who would not otherwise have embarked on such a course to go on to higher education. Evidence was also presented to show that students who take their first two years of college work in a junior college hold their own academically, when they transfer to a senior college for their junior and senior years.

Illinois Math Plan Studied

The so-called "Illinois Plan" for the teaching of mathematics was explained and discussed in considerable detail by William T. Hale of the University of Illinois. This plan is the result of the combined efforts of personnel from the Colleges of Education, Engineering and Liberal Arts and Sciences, University of Illinois, operating under a grant from the Carnegie Corporation and with the support of the University of Illinois. The group, known as the University of Illinois Committee on School Mathematics began work in 1951 and the resulting plan proposed for instruction in mathematics has been undergoing continual revision during this period. The plan has been tried in a number of pilot schools across the country. Mr. Hale said that the plan has achieved satisfactory results, but will probably not be universally accepted because it departs radically from the conventional methods of teaching mathematics.

The stated objectives of the Project are:

1. To vitalize the high school mathematics curriculum by giving the student opportunities to approach his mathematics from the creative point of view of the contemporary mathematician and by including certain topics which are new to the high school curriculum.

2. To develop student and teacher materials which present mathematics as an integrated subject rather than as a group of isolated courses.

3. To enable teachers to teach the program's mathematics by providing classroom text materials, by demonstrating teaching techniques for the teachers in their own classrooms, by writing guides to accompany student materials, by holding training conferences, and by bringing experienced teachers and teacher trainers to the University of Illinois campus for a year of study.

Information about the project can be obtained by writing 1208 West Springfield, Urbana, Ill.

The Role of School Boards Associations

Ways in which school boards associations can help the individual school board member to discharge his legal responsibilities in an efficient manner were discussed on Saturday morning. With W. A. Shannon, NSBA Executive Director, presiding, B. B. Burgess, field representative of the Illinois Association of School Boards, explained the Illinois association's regional and state-wide programs for working with school boards.

Mr. Burgess reported that Illinois association members have the opportunity to meet at least once each year in the regional meetings sponsored by the state association. At these meetings, the most popular topics for discussion and study are those having to do with the school's curriculum.

(Concluded on page 70)

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A basic unit for every class from kindergarten through college, the open front desk is available in nine graded sizes . . . chairs in eight sizes. Chair seats, backs and desk tops are available in solid wood as well as HeyWoodite solid plastic.



TrimLine Tables for library, cafeteria and general classroom use

TrimLine tables are available in nine graded heights from 20" to 30" and in sizes from 24" x 48" to 36" x 72" with plywood or laminated plastic tops. Steel book compartments, two or three section, are optional. The chrome-plated tubular steel legs with solid rod, hairpin-type braces provide exceptional strength and rigidity. Also available with pedestal-type adjustable legs.



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The "teacher shortage" mystery solved!

Cherchez La Femme!

FRANCIS W. SPRINGER

Union Free School District No. 12, Melverne, N. Y.

Ask anybody why there has been such a shortage of teachers and you will be told there is no mystery. School salaries have not kept pace with those of Industry.

But there is a mystery. The mystery is how such an explanation ever gained universal credence.

Now, the long-time tested procedure for approaching any mystery is "Cherchez la femme," always a delightful approach in any event but especially indicated in this case where circumstantial evidence points strongly toward the distaff side. The notion of opulent industrialists slyly stealing talent away from indifferent school officials could only have emerged from the perfumed mists of feminine reasoning.

Submerged in this delicious haze is a simple fact that could have shattered this image if a bright little ray of logic had penetrated to it: all along there has been an equally acute shortage of people in Industry. What created *that* shortage? If insidious Industry bribed people away from teaching, what super-sneaky institution, in turn, bribed them away from Industry?

A Look at Salaries

And a dispassionate look at actual salaries in and out of school should give Industry an air-tight alibi. For in-

stance, a certain middle-bracket district has 92 women teachers. Forty-five receive \$6,000 or more, 30 get \$7,000 or more, 10 over \$8,000 (including one nurse), and the highest paid makes \$8,800.

These are not principals or administrators, just teachers and the higher salaries are acquired automatically, step by step, year by year.

Do the sinister scouts of Industry infiltrate our schools and dazzle the bright eyes of our female teaching talent with more attractive money than that? Some people who know what girls are paid in Industry say \$4,600 or \$4,800 is high, even after years of service and that only a negligible number with special training and responsibility receive somewhat more. And money is the only lure Industry has. There is no ten-week vacation, no ten-day holiday at Christmas and Easter, and no tenure. An office worker never secures a legal hold on her job.

Wouldn't Industry have been smart to disband its school raiding teams when teachers' salaries got up toward the \$5,000 mark? And how did the case of "Industry v. the Schools" ever get a serious hearing anyway?

How else, except through the skillful machinations of the fine feminine hand that dominates the teaching profession?



The hand that rocks the cradle may not rule the world but the hand that rules the classroom rocks the educational world as the teachers, like others with a common interest, organize to secure special benefits.

This has meant pressure on legislative bodies, and what body would resent such pleasurable pressure? But not charm and allurements, nor threatening gestures toward the ballot box have produced the benefits teachers enjoy. Vote conscious legislators are too hard-headed to be softened up by feminine enchantment alone and the ladies are too subtle to point a political gun at elected officials and say bluntly, "Up the ante or else." Perhaps they remember the musical comedy song, "You can't git a man with a gun." Instead, they took the oblique approach, "public relations."

When elected officials are intimidated by a block of votes, they are politicians but when they answer the clarion call of public demand, they are statesmen. The girls made statesmen out of them. They sold the public a picture of destitute teachers battling the demon Ignorance in one-room, pot-bellied stove schools. The public loves a lady in distress and the legislature loves the public.

The Poor Male

And the girls dangled the effigy of a raggedy male teacher before the public and asked, "How can he support a family on what you pay us?" Everybody knows the need for more men teachers and that it is hard to attract large numbers of men where top salaries are \$8,000 or \$9,000. "So," say the ladies, "Pay us more and you will get more men teachers."

A more delightful example of feminine "reasoning" doesn't exist in fact or fiction. So feminine, indeed, it was irresistible.

But if the girls really wanted to help the boys, they could picture the man teacher's plight at its desperate worst. For instance, again, in the same certain district where half the 92 women teachers get more than \$6,000, there are 40 men. Thirty receive less than \$7,000 and 17 less than \$6,000.

The district doesn't discriminate against men, naturally. The law, although obviously for the benefit of women, says both must be paid the same. The answer is that many a man can't survive the early, low-pay steps

just when grim necessity demands he carve a destiny out of the wilderness of life for himself and family. It is the *man* who deserts his desire to teach, to seek his fortune in Industry, where there is at least a chance for unlimited earnings. It is not the woman, because no such opportunity exists for her, nor is she faced, at the outset, with the same grim necessity.

The Single Standard and Federal Aid

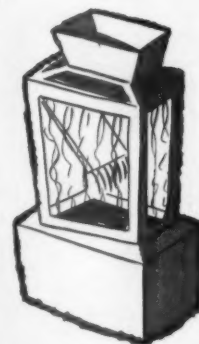
Only a despicable misogynist would deny the fair sex a fair share of life's material rewards but how can a single standard of pay for *all* teachers be high enough to tempt away from Industry the young man in a hurry for high pay? Teachers are paid out of taxes and the burden of taxation falls on the sagging shoulders of the Ultimate Consumer, engaged in the constant, bitter battle for something to consume. The burden grows heavier year by year and the U. C. sags further step by step.

He gets many tempting offers to help carry the weight and the more he sags the more he listens to glib political promises of free trolley rides. The galling weight makes him forget you can't run a trolley line unless somebody collects the fares. Just for a chance to straighten his back a little, he is apt to jettison some of his valuable cargo.

He values his privilege of participation in the affairs of public education and takes pride that its policies are not dictated by some Great Brain in the State or National Capitol. He won't surrender direct control of this precious institution in return for the promised economy of bureaucratic centralization but he might, in order to tighten his grip on the animal necessities of life.

School taxes are the heaviest of the local taxes and salaries are 75 per cent or more of education's cost. The school board member cannot deny that, in spite of all pressure and persuasion, he is the one that determines what the cost shall be. If he lets dominion over public education fall of its increasing weight out of the grasp of its rightful possessor, how shall he finally account for his trusteeship when his weary feet at last reach the end of their toilsome journey and he stands before the Celestial Commission?

Perhaps he can only paraphrase the world's oldest excuse, which didn't even work the first time, "Lord, the women thou gavest me."





A summary of several programs for talented students in various-size districts, highlighting their goals, methods, and selection systems

Helping the Gifted

Portland

A seminar-type program
for exceptionally endowed students
selected by tests and observation

Portland's program for the gifted¹ — the "Co-operative Program for Students of Exceptional Endowment" — was established in 1952 as an experimental study on the elementary and secondary level.

Four Goals

The plan listed four essential features: (1) providing for many kinds of unusual ability; (2) experimenting with methods that will develop such abilities and the encouragement and training of good teachers; (3) developing an educational plan for promising students which will avoid permanently fixed grouping; and (4) co-operating with colleges for following up of the students from the program.

Ten elementary schools and four high schools which represented all areas of the city were selected to participate in the study. Since 1953 four additional elementary schools and the remaining general high schools have been added to the pilot group.

The place of the normal classroom in

the education of the gifted was recognized as a major concern of the program. Good teaching takes into account personal differences; good teaching of this type can take place in regular classrooms. For these reasons early efforts of the program were centered on assisting all classroom teachers to provide individual instruction commensurate with the ability of all children.

In Elementary Schools

To supplement classroom provisions, each elementary school has established a number of special interest classes. Children with similar interests and abilities are brought together for a period of from two to five hours each week to carry out studies, to increase skills, to write and debate in a manner not usually possible in regular classroom instruction.

In High Schools

In the high school, the program first emphasized seminar-type classes for juniors and seniors in four academic fields: English, history, mathematics, and science. Selected students attended



¹Adapted from *Here's Hope for the Talented Child*, Massachusetts Council for Public Schools, 16 Arlington Street, Boston, paper, 24 pages, 30 cents.

these seminars in addition to the full program. In the first year 113 students attended 16 seminar classes in the four participating high schools.

Junior-senior seminars continue to be the heart of the high school program, although most of the classes are now special sections of required or elective courses and are not extra classes. Each high school has added sophomore groups to the program and is providing special classes for students talented in art, dramatics, writing, and music. Last year 850 students attended 66 special classes in seven high schools.

Selection by Tests, Observation

A broad definition of "giftedness" and an inclusive identification system have been combined to select comparatively large numbers of children as "exceptionally endowed."

At the beginning of the fifth grade all pupils are ranked according to their language and nonlanguage scores from the California Test of Mental Maturity. They are also ranked according to their average reading and average arithmetic scores from fourth-grade achievement tests. Pupils who rank in the top third on the basis of these scores, as well as pupils recommended by their teachers, are given the Thurstone's Primary Mental Abilities Test. This test is given first within the recommended time limit and scored. On the following day the test is repeated with additional time, giving pupils who work slowly an

opportunity to demonstrate how much they are able to do. The scores from this test are ranked in the same manner as the previous scores.

During the past four years, all pupils in grades five through eight in the pilot elementary schools have been tested by this procedure.

The second phase of identification is the recommendation of the classroom teacher. The teacher is assisted in his observations by checking a personality guide sheet which lists 15 specific personality characteristics considered important in determining superior achievement. Since individual differences are evident at an early age, identification by teacher judgment begins in the first grade and continues through the eighth. A teacher may identify pupils having high intellectual ability or pupils with talent.

Training Teachers

One of the primary needs met during the first year in Portland's program was in the field of teacher education. Reed College administered in co-operation with the Portland schools, a teacher education program, making available its resources of plant, library, and personnel for summer workshops and other in-service activities. Nearly 350 teachers and administrators attended the first four summer sessions held at the college.

The program was made possible initially by the Fund for the Advancement of Education.

Bedford

A high school "honors" plan of five solids for students sponsored by the guidance department

In Bedford, Mass., the high school gifted program² is based on enrichment and acceleration:

1. **Enrichment.** Classes include work that would not be part of the average presentation. (For instance, in English not only additional work is included, but reading and composition on a higher level are expected.)

2. **Acceleration.** Some essential courses have been moved up a year or more in order to provide time for advanced classes before leaving high school. These advanced courses may be classified as college level. Creative writing, oral and written compositions, and research are continually accented in all classes. A strong program of language arts, science, mathematics, and social studies is required. Students will point their preparation in one of two directions, technical and liberal arts.

²Ibid.

How to provide for special ability—

● Give definite instructions in **research techniques** and independent as well as group study skills.

● Stress instruction of the problem-project and **seminar method**, rather than the question-answer or recitation method.

● Encourage all forms of **creative work**, as writing, art, and handwork activities.

● Provide opportunities for **released time** to attend special events, travel lectures, concerts, etc.

● Arrange definite training in **working with others**, not only in the position of leadership.

● Allow their **helping slower children** under guidance.

● Give all possible opportunity to develop **reasoning processes** and a realization of their responsibilities.

— Needham, Mass., Schools



The program began last year with the ninth grade; with each succeeding year, an additional grade will be included.

Course Content

The course content in the ninth grade includes:

Algebra I: first-year algebra and as far into intermediate algebra as the class can progress.

English I: emphasis on creative writing and oral reports on literature commensurate with ability, less time on grammar.

Biology: the usual tenth-grade courses with more laboratory, research, and outside reading.

Social Studies: World Civilization in the technical branch with stress on outside reading. Ancient History for the liberal-arts branch includes history up to the past hundred years.

Language: Latin I or French I. In the ninth grade personal typing is urged

for all, public speaking in the tenth for all, and mechanical drawing for technical students. Each year art and music will be particularly stressed for the liberal-arts people.

Selection of Students

Selection was made through recommendations by the guidance department. The guidance department bases its recommendation on a minimum I.Q. of 120; high achievement in subjects in previous grades, usually A work is required; a reading level of at least 75 per cent in the English Co-operative Test; 75 per cent of the SRA Arithmetical Reasoning; achievement tests and teacher recommendations based on perseverance, initiative, a willingness to learn, and a desire to seek answers to problems. For example, a student of average ability but having a high mathematical aptitude might take only the algebra course in the ninth-grade honors program.

Three-Phase Selection

The selection of pupils was made from those who:

1. Had I.Q.'s of 125 or over on group intelligence tests given in the schools.

2. Had achievement at least two years above their C.A. expectancy levels despite I.Q.'s below 125 on group tests.

3. Were considered by their teachers to be exceptionally bright although they may not have met the qualifications of either high I.Q.'s on group tests or high achievement scores.

The special class is housed in the same school building with the regular class of the same age group and many enterprises are entered upon co-operatively. The class is balanced as nearly as possible to include an equal number of boys and girls and to include all levels of the socioeconomic groups. That the class has been a therapeutic opportunity for some children has led to its value as a mental hygiene program; that it has stimulated and challenged gifted children to high goals of both experience and achievement has led to its value as an educational program; that it has helped the parents of gifted children to better understand their children, their needs, and their challenge has led to an alert and accepting group of parents.

Brockton

Seven objectives guided development of "separated" classes for the mentally advanced in the elementary grades

Brockton's program for gifted children³ in the elementary school was developed to attain a sevenfold objective:

1. To help children of superior intelligence develop their maximum potentialities.

2. To bring out and develop leadership qualities which will function in a democracy.

3. To serve as a stimulus to creative activities by developing group enterprises, creative in nature with a view to stimulating wider reading and more meaningful learning.

4. To develop teaching techniques adapted specifically to the highly endowed; to develop creative and dramatic art by making the classroom a place for learning through eyes, ears, and hands as well as through the mind, by means of simple tools, crayons, paint, and clay; to relax the formality of the classroom to an easier, more natural atmosphere.

5. To serve as a preventive measure in helping gifted children's emotional pitfalls in personality development which are often encountered by the highly endowed.

6. To develop closer bonds between

³*Ibid.*

home and school through home projects in which the family or friends may take part, and interpretation counseling service to the home by the Child's Guidance Clinic.

7. To maintain and improve mental health through supervision by the Special Class Advisory Committee and casework and psychotherapy service wherever needed.

East Meadow

To identify youngsters with superior ability in the East Meadow, L. I., N. Y., schools systematic group testing has been conducted in past years with specific reference to children with high mental abilities and outstanding educational achievement in the subject skill areas. In addition, where feasible, highly endowed youngsters were retested by the school psychologist with special at-

Results of Separation

The separation technique in Brockton has produced the following results in the system's elementary students:

1. In a special class it is easy to provide unique experiences and learning aids for the pupils.

2. Pupils are not held back by slower-moving groups.

3. Pupils have less chance to develop unwholesome work habits such as dawdling.

4. Each person's thinking is challenged by others with equally high intellects.

Limited acceleration and concentrated enrichment are provided for the talented in grades one through twelve

tention here to a child's spread of abilities. When teachers suspect giftedness despite poor achievement, children are also individually tested.

Criteria to Be Met

In the elementary grades, gifted children are considered for special acceleration if the following criteria have been met:

(Concluded on page 63)

Educational Administration



A Triad

JOHN S. BENBEN

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The common concept of educational administration is characterized by the school administrator. In the public's mind, it is he who operates and manages the schools and around him revolves the total educational effort of the community. That this office has established itself as the pivotal position in American education is easily explained.

As the educational task increased in the United States the board of education was unable to administer efficiently the schools. Casting about, seeking an administrative office that would lessen its problem the board of education settled on the head teacher, principal, and superintendent, in that order. The continuing pressure of the population coupled with an increasing demand for "free education" multiplied beyond the abilities and training of board members, the school problems in the community compelling the board to relinquish its personal and direct supervision of school affairs to the developing offices of the principalship and superintendency.

Monadic Character

The schools were closest to the people

between the time of the establishment of the first colony in the United States and the appointment of the earliest "selectmen" who managed the public affairs. Until then, all decisions in public affairs were those of the town meeting. School policy and management were in the hands of the townspeople who met periodically to discuss and decide all matters of public concern.

The increasing complexities of town life and ensuing problems, however, demanded more immediate decisions and closer attention than could be given by periodic meetings of the townspeople. Because of the administrative inadequacy of the town meeting there evolved a function that had for its responsibility the management of the public affairs. "Selectmen" were appointed to supervise the town in accordance with the policies legislated at the meetings. The authority the townspeople had relinquished in this arrangement was minimal for through the periodic meetings they continued to exercise legislative and administrative control.

This monadic character of educational administration persisted for some time until the pressures of growth and the

subsequent complexities in public affairs induced the town meetings to appoint special school committees. The work of these committees was confined to the educational problems. They appointed teachers, provided for classroom space, and inspected the schools. Gradually, as in the case of the selectmen, their task grew and by the nature of the responsibility slowly emerged to become committees in their own right.

It was during this developmental stage that educational administration began to unfold into a bilateral structure. The relationship of the people was still very close to the schools but actual management of them was progressively turned over to the committee. These committees were well-established in the eighteenth century and had, by then, broadened their responsibilities to further include: visitation of classes, examination of pupils, decision on teacher salaries, provision for the repair of building, and determination of the school year.

Dyadic Character

Probably the turning point in the direction of a dyadic structure was the establishment of the school committee

by law as the governing authority for education. Through court interpretations of school statutes, the school committee, later to be called "board of education," was given greater legislative and administrative functions.

The dyadic administrative nature of the educational structure remained for years and the people continued to play an important role in the government of the schools. The management of education was a twin responsibility of the board and the community. However, because of the previously mentioned population growth and increasing demand for "free education," interest in continuing the role as an active member of the bilateral arrangement waned. The chasm between the people and the schools grew wider. For decades the board of education directly managed the schools and the public quietly assumed the role of pronouncing its satisfaction or dissatisfaction of school management by means of the ballot.

But it must not be construed, because the public's function in the arrangement had evolved into a voter's role only, that the people had lost their right in the administrative and legislative task. Their participation was not narrowed to the selection, as such, of a "board of administrators" only. As the public it can still exercise its legislative and administrative right through opinion, influence, pressure, and referendum. The potentiality is always there but the public has become lethargic in its practice.

Triadic Character

The triadic character of educational administration had its inception when boards began to recognize the large task that lay in their hands and that they were unable to oversee its efficient

operation. Though a principal was nominally in charge of each school building, there was a need for an office that would be charged with the responsibility of looking to the detail of school matters in the community. It is believed that the addition, when the need arose, to the administrative hierarchy was copied from the general organization of corporations which had been so successful in the country. With the board in a role akin to that of a board of directors, it could, then, discuss and approve policy, leaving the detail execution to the newly created office.

Somewhat over a hundred years ago the school superintendency came into being and its primary duty was the supervision of the schools, principally in the area of instruction. Since then, it has run the gamut of educational responsibility from the supervision of the instructional program to the administration of the entire educational effort of a community. The development to the present relationship of the superintendency in the triad was a slow process, dilatory because the boards of education were reluctant to permit freedom in function and the absence of professional training programs for school administration.

Today, the educational administrative structure of a community is a composition of three elements—the public, the board of education, and the school administrator. The public exercises its administrative right through the selection of board members, referenda, public pressure, and influence. The authority to administer is inherent in the board of education by state law. The executive powers held by the administrator are conferred by the board and some by statutory recognition and definition. By virtue of the state

statutes and conferment of authority to the administrator, there is an administrative relationship between these three elements common to all communities in the country. However, the affinity in relationship varies in degree from community to community depending, largely, upon the caliber of leadership and its understanding of the purpose of the triadic character of educational administration.

Present Relationship in the Triad

In like manner, as the board of education had developed to overshadow the public's role in the educational administrative function, trained administration had begun to render the board's role somewhat less conspicuous. Several factors were instrumental in creating the impetus that led to this direction. The expanding educational responsibility, trained administrators, vigorous leadership by some early superintendents, decreased size of the board, the school survey movement, and the developing concept that the nucleus of the executive function should be the superintendency were among these factors.

This development to date has not been without unpleasantness and the demarcation of power and function between the board and superintendent remains enveloped in a fog that will require some years of education and diligent co-operation to burn it away. Throughout the evolution of school administration the board has begrudgingly given over tasks to the office. The growing power of the administrator has caused some anxiety that the office may, eventually, take unto itself the full control of education.

Again, as in the past, a growing population is the primary cause for educa-



Educational Administration: A Triad . . . a discussion of the three "elements" in modern administration of our schools, how these elements emerged, developed, and were and are related to each other, and why the "regenerated activity of the public in education" represents a major challenge in the coming years to harmonize the work of the triad.

**"A good, hard look must be given to determine how the public
can effectively function in administration."**

tional problems. It differs from the past in that the demand today is not for a "free education" but a demand for an equal opportunity to a fuller and more enlightened education in a better facility with good equipment. However, it does differ greatly in another respect, for in the 19th century the people were willing for others to assume the responsibility for most aspects of the educational task. Today, the people are beginning to exercise their administrative right by increasingly voicing their attitude and opinion and demonstrating them, through referenda, board elections, school and service organizations. The people seemingly have awakened to a realization that they occupy a primary seat in educational administration and have decided to exercise the rights inherent in that role.

The public today is more intelligent and cognizant of educational needs; it has a greater standard of living; it is more democratic in practice and knowledge; it is in throes of examining, testing, and strengthening values and objectives which are a joy to see in their seedling stages. The American public is just turning the corner in its quest for a life devoid of the past tribulations and their causes. It has uncovered the instruments of democracy and is acquainting itself with their uses. A joy that it may be to see the awakening of the people to greater participation, it makes the educational path ahead stony and uneven because two elements of the administration have gone too long in a direction of their own choosing without close communication with the people and an awareness of their educational desires, needs, tastes, purposes, and views.

Because the public's role was not carefully enmeshed in the administrative relationship will require a careful study and planning for an arrangement that will permit its fuller participation. How well and how soon this can be achieved rests upon three factors: (1) awareness of the condition on the part of educational administration, (2) a willingness to rearrange the organization and the caliber of leadership in lay education, and (3) professional education.

Function of the Administrator

Presently, lack of physical space and the teacher shortage are helping to cul-

tivate greater dependence upon the school administrator. By the late 1930's and the early 1940's he was enjoying a modicum of quiet and longer periods of equilibrium in his task. The problem of retrenchment during the depression had lessened. This short respite was followed by the unpredictable exigencies of a war. From priority ratings on supplies and man power to gearing the school activities with patriotic drives and providing programs of care and recreation for children of working-mothers, his task continued to spiral. The school construction between 1900 and World War I, plus a limited construction between the late 1920's and 1930, provided more than enough classroom space for a decreasing school population. The empty classrooms of the 1930's were soon filled by 1943 and his problems became greater than they had ever been during the development of his office.

Of necessity, stress had been laid during the evolution of the school superintendency on the practical aspects of educational administration. In its beginning, the position had a dual task of supervision of instruction and administration. The latter was largely a keeping of school records. Slowly more and more of the administrative detail was added to its function. After 1923 the supervisory task was largely assumed by trained specialists, and by 1933 the office had been given the personnel responsibilities of appointment, transfer, and dismissal. The 1930 decade was crucial in the growth of the school superintendency for educational administration was turning the corner from an emphasis on application to the details of the responsibility to a function of the guidance, direction, and co-ordination of the auxiliary elements of the educational effort—personnel, curriculum, buildings, finance, and school-community relations. This trend toward the blocking of large areas of responsibilities for administrative action and leaving the detail to specialized assistance was clear by 1950.

Manager vs. Educational Leadership?

Clearly of late, the superintendent is beginning to assume quite a different role. He is not confining himself to the minutiae of the task but has broken the chrysalis and is emerging from a

management role to a position of newer status—leading and co-ordinating the educational effort. Blocking the task into broad areas of personnel, curriculum, buildings, finance, and school-community relations and employing specialized assistance gives him an opportunity he has never had to overview continually the work as it is directed toward educational efficiency and permits him, because of the absence of the pressures of administrative detail, a greater objectivity in the solution of educational problems. The trend will also help to turn away some of the fog that envelops the relationship of the board and superintendent for it begins to demark the responsibility of each.

However, the problems ensuing from the swollen school population may delay the ultimate growth of this concept in educational administration. Unless boards and communities are willing to provide the specialized assistance necessary in educational administration, the superintendent, for years, will be inundated by the problems of finance and school construction. In such event, it is quite possible that school administration may be steered from its present course toward leadership of pure management of school affairs.

In the coming years, education will face many crucial problems most of which will stem from the regenerated activity of the public in education. The public interest is being activated by a growing awareness that school policy rests with the community. Good leadership will be necessary to assist in channeling this activity toward bettering the educational effort and avoiding the pitfalls that may cause a decline in the total effort. But first, and soon, the administrative structure must be overhauled and patterned to provide a maximum of participation by all three elements of the administration. Since the relationship between the board and superintendent has become more clear and the role of the community remains unclear, it is this latter facet that needs attention. A good, hard look must be given to determine how the public can effectively function in administration. Perhaps, if the new concept of the school administrator, leadership and co-ordination, is nurtured he can be the agent that will harmonize the work of the educational administrative triad. ■

Summer Interns in Industry



To balance a one-sided academic background, Alliance, Ohio, school counselors spend their summers as work interns for firsthand experience in industry —

GRANVILLE S. HAMMOND and KENNETH M. HAZEN

Like most American school systems Alliance, Ohio — an industrial city of 30,000 — has recognized the need for a carefully developed guidance program. This article, however, will be concerned with only one phase of our counseling service — our ninth-grade civics course which devotes approximately eight weeks to group and individual counseling. A concrete example illustrating the value of direct contact with industry is presented to show how one community solved the problem of enriching the counselor's knowledge of the industrial world of work.

It is our experience that many counselors tend to have a one-sided academic background. They tend to do a satisfactory job of counseling with the student preparing for college. However, there is considerable evidence to suggest that many counselors lack an understanding of the importance of present and future placement of the noncollege student. In addition, an absence of surveys to determine occupational opportunities is, unfortunately, a characteristic of too many communities. This lack of fundamental information and the absence of direct knowledge of jobs prevents a realistic appraisal of opportunities in the local or surrounding communities.

The typical, broad approach to this problem usually includes field trips, Career Days, and occupational surveys. The importance of field trips to visit business and industry is not denied. Career days as a feature of our guidance program are carefully stressed. It is obvious that printed material and surveys can increase the counselor's understanding of occupational trends. Never-

theless, our experience revealed a need for further firsthand contact with industry. If the counselor is to appreciate the significance of such factors as a steady increase in the labor force, changes in relative size of major occupational groups, and the increasing demands for skilled mechanics, repairmen, and technicians, he must spend substantial blocks of time in direct contact with industry.

The question is: "What can the schools do to move teachers away from the academic world into the production world for firsthand experience with industry?" One answer is: "We can place counselors as interns in industry during the summer months."

Several Communities Combine

Alliance is an active member of the Industrial Information Institute, an organization of industrial concerns with headquarters in Youngstown, Ohio. The organization was created to help the public understand how everyone makes his living and to help people in this area — especially younger people — to realize that there are better job opportunities at home than there are available practically anywhere in the United States. This organization assumed the leadership role and secured the cooperation of five cities and 14 industries after several exploratory meetings. Previous contacts with industry through Business-Industry-Education days and the use of industrial personnel in guidance classes prepared the way for our joint program. In most communities the interns were scheduled to a specific plant and placed on a regular job through normal employment procedures.

In Alliance, a contact man from industry assisted in creating a more flexible program. Each intern spent three to five days, depending upon the size and complexity of the industry, in each of five different industries rather than several weeks in a single industry. Under this program the Alliance interns were classified as special school consultants assigned to field duties.

The industrial contact proved to be a valuable asset to everyone. He operated as a liaison agent between the various industrial concerns and the school officials. It was his primary responsibility to see that industrial personnel at all levels understood the purpose of the internship program and to help plan the kinds of experiences that would be of maximum value to school personnel. Usually the initial contact produced a conference with top management. Personnel directors followed through with: (1) an overview of plant operation, (2) a tour of various divisions, (3) a planned, day-by-day schedule of the time to be spent with the industry, and (4) detailed background information adaptable to classroom use.

On a typical day, the mornings would be spent with workers, foremen, and supervisors. The intern had considerable leeway to observe, question, and confer with anyone he desired. Afternoons were frequently used to summarize observations, to develop job descriptions, and to revisit work areas for additional information.

Dr. Hammond is superintendent in Alliance, Ohio, while Mr. Hazen is director of guidance there.



A school counselor in the Alliance, Ohio, district is shown in his industrial intern duties: above, in the employment office; left, working alongside an open hearth in production. On the first page of the article, the counselor is pictured in the pattern shop, doing layout and design.

Classroom Teacher Functions as Counselor

Guidance thrives best if counselors have assistance in: (1) facing their problems, (2) recognizing their capacities, and (3) utilizing the resources of school and community. Our counselors work with a fully trained director of guidance but they are primarily classroom teachers. It is our opinion that the ideal counselor should be a good classroom teacher and possess a broad background of training and experience in guidance. Our problem was to meet these rigorous demands of counseling by securing the maximum value from our industrial internship.

One phase of our answer to this problem was a two-and-one-half hour class each Saturday morning for a period of eight weeks. This class was developed with the co-operation of Dr. Dwight Arnold, director of Guidance Testing, Kent State University. This enabled the counselors to share experiences and avoid generalizations which might result from a limited experience. Some of the activities of this class included: (1) reporting on job experience for the week, (2) reviewing employment policies of the various industries, (3) comparing employment forms, (4) identifying the common problems of employees, (5) identifying important job families

and employment patterns, and (6) exchanging information on industrial apprenticeship programs. Class projects required the development of job descriptions. Numerous examples were presented and constructively criticized. Each counselor was required to select at least one industry and include: (1) a description of its product or products, (2) a report of its place in the community, (3) an overview of employment problems, and (4) a summary of information that would be valuable in counseling.

Several unexpected learnings were repeatedly emphasized by the counselors. The opportunity to participate as an observer in labor-management conferences on both fundamental and insignificant problems was an unusually rewarding experience. As one counselor put it: "I have read about labor problems but the impact of on-the-spot experiences is almost beyond description. For the first time I am really beginning to understand the various points of view that must be reconciled." Another counselor said, "Participation in labor-management meetings helps you realize that many factors beyond the job itself are important to satisfactory employment. Terms such as 'fringe benefits' and 'welfare policies' have greater meaning now."

Financial Support

Two basic approaches were used to finance the intern's experience. In one plan the intern was placed on a specific job for the eight-week period and was paid by industry as a worker. An alternate approach, utilized by Alliance, designated the intern as a consultant to the public schools for the purpose of developing resource materials to enrich the counseling program. This approach permitted a maximum of flexibility. In general, the interns discovered it was not necessary to spend eight weeks in a single position or industrial plant in order to get the point of view of the worker and secure necessary data for guidance purposes. If he reached a point of diminishing returns after a few days with a specific industry, he was reassigned to another location.

Orientation of Industrial Personnel

A careful program to acquaint the industrial personnel with the purpose of the program is essential. A climate of clear communication avoids an atmosphere of suspicion. For example, labor needs to know who the visitors represent and why they are observing and questioning workers. In some plants, the "man with the notebook" is suspected of rate studies. Unless an adequate explanation is made, normal discussion and frank opinions are difficult to obtain.

When management fully understands the scope of the program the result is a generous assignment of plant personnel for consultant purposes. Many useful suggestions will then be developed.

Results of the Program

In evaluating their experiences, our interns found these significant changes in their own understanding of jobs and job placement:

1. Better appreciation of industry's problems and an increased awareness of its positive contribution to community life
2. Increased realization of noncollege opportunities for capable high school graduates
3. New appreciation of opportunities for technically trained high school graduates to assist college-trained personnel
4. New knowledge for planning field trips to enrich the basic curriculum
5. Insights on job-family requirements which will improve the teaching of occupations and needed job abilities
6. Increased ability to advise on apprenticeship programs leading to skilled trades
7. Additional insights on job demands and job satisfactions: duties, types of equipment, routine and varied work programs, mental application, physical exertion and accident hazards

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• A variety of
• practical ways to —
•

• Improve • Teacher • In-Service • Programs

• JOHN W. BELL and ARTHUR S. GREEN

The history of teacher training in America has been one of gradual evolution. Originally we had virtually no teacher training programs. It was presumed that a man who knew his subject and had a few scruples was competent enough to impart knowledge to others. But when both the curriculum and the sheer physical size of the school expanded, and school people were faced with the problem of a graded school, the need for pedagogical methods was recognized. Education began to require teamwork and co-ordinated effort on the part of a staff.

Is this enough? Many educators—both professors of education and school administrators—maintain that it isn't. They are already thinking in terms of teacher preparation programs from five to seven years in length. Besides masters and doctors of philosophy degrees in education, some universities grant the educational doctorate. Still another degree approaching in value the doctorate—the certificate in education—is now making its appearance. Many school boards offer pay increments to teachers who have increased their training. In many cases, rehiring or tenure rights as well as advancement on the salary schedule are contingent upon the teacher's getting additional training.

Yet in the face of all of this, school

systems and allied teacher training institutions the nation over have not yet developed the type of training program for which the teachers feel an urgent need, nor a program with which the administrators are satisfied, despite the fact that there has been a proliferation of programs for in-service training.

Do elementary school principals feel that the courses their teachers are taking for salary increases are optimally helpful? The elementary school principal who is deeply concerned for the improvement of his instructional program is probably attempting to get balance into his staff. He knows that he can't have every one of his teachers equally well prepared to teach science, English composition, social studies, mathematics, foreign language, health, music and art, reading, and literature. Consequently he would like to encourage certain of his teachers having the necessary aptitude and interest to develop a competency in certain areas which need strengthening in his school—science, music, or art, for example. But the courses that he wants them to take are undergraduate courses rather

Dr. Bell is superintendent of District #2 and Mr. Green is a teacher in the Chicago, Ill., public schools.

than graduate courses. There should be, therefore, some flexibility in the requirements for promotional credit. At the request of the principal, and with the approval of the director of personnel, a teacher should perhaps be permitted to take at the undergraduate level a certain percentage of the semester hours required for advancement on the salary schedule.

The high school principal too has his problems of staffing. Because high school teachers of certain subjects are in short supply, he may find it necessary to change a teacher of history, for example, into a teacher of physics or mathematics. Or he may find it necessary to give a teacher a split program for which the teacher feels herself inadequately prepared. In order to achieve his objective, his request for a teacher to be allowed to take certain undergraduate work for promotional credit should be granted, at least until there is again an adequate supply of teachers in all subjects and combinations of subjects.

Requirements for Salary Increments

In recent years all the large cities have adopted the single-salary schedule. Advancement on this schedule is commonly contingent upon the teacher's getting a master's degree, a doctorate, or 30 semester hours beyond the master's degree. The requirements are the same for teachers at all levels. But there has been no realistic adaptation of the courses in the graduate schools to meet the changed needs. The graduate courses in education have been designed primarily to meet the needs of teachers seeking promotion to positions as administrators, directors, supervisors, or counselors. The graduate courses in subject areas have been designed primarily to meet the needs of high school teachers or those seeking promotion to teaching positions in the colleges or universities. These courses are usually too highly specialized to meet the needs of elementary teachers or even of high school teachers seeking to increase their usefulness as teachers to the community in which they are teaching.

Since the normal schools of pre-depression days have been converted for the most part into liberal arts colleges, there is little time in their curricula for a review of the common branches and a study of modern methods and techniques for teaching the elementary school subjects. Yet there remains a crying need for this type of instruction. The teacher training institutions and boards of education should get together to consider the needs. There is little doubt that the colleges would be willing to meet the needs if this undergraduate type of training were made acceptable for earning increments in salary. Meanwhile, school administrators must do

the best they can to solve this in-service training problem by organizing co-operative or mutual assistance work shops and clinics.

Practical Ways of Meeting the Need

School superintendents throughout the nation are trying in various ways to meet the need for the old normal school type of training, and for broadening and deepening the education of teachers in the content of the subjects they teach. In Chicago's District Number Two, teachers — and administrators — engage in a variety of in-service training activities that have proved their effectiveness. Besides the traditional ones — faculty meetings, projects in curriculum revision and evaluation — there are a number of activities of the sharing type which contribute to the teacher's competency in the classroom. These include:

1. Study Groups

In order to promote continuity, articulation, and improvement in the school curriculum, classroom teachers attend rounds of study group meetings. Last year 200 teachers in the district attended ten groups while student teachers, principals, or fellow teachers attended to their classes. The method is adapted to the nature of the problem — clinic, workshop, demonstration, discussion, panel — each focused on specific problems which arise out of surveys conducted by teachers in member schools of the district. Here is a partial listing from the actual schedule for last semester:

Subject and Level:

- Gifted in High School — (9-12)
- Gifted in Elementary School — (Adjustment Teachers, El. and H. S.)
- Composition and Grammar — (4-6)
- Mathematics — (4-6)
- Mathematics and Science — (7-9, El. and H. S. Representatives)

2. Building Committees

While various administrators within the school system itself sponsor city wide committees, in District Two each principal has subcommittees in his own school; one apiece in the major areas of learning. Included are:

1. Reading and literature
2. English composition and grammar
3. Arithmetic
4. Science
5. Social studies

Three teachers serve on each committee, of whom one is appointed chairman by the principal. Here teachers tackle problems in terms of certain areas of learning, such as textbook selection, pupil achievement evaluation, the teaching of English composition, and adapting curriculum and instruction

to the needs of different types of pupil — slow, average, and academically talented.

Then there are committees of building principals district-wide, corresponding to the major areas of learning, who meet with the district superintendent and each other to the end that all schools within the district may profit from the findings and recommendations of the teachers' committees. Further, problems whose solutions are dependent upon administrative measures to be taken at a higher level are identified and solved to the satisfaction of teachers.

3. Teacher Visitation

A program of teacher visitation to other schools both within and without the district can have extremely beneficial value to teachers, but visiting days can be quite unproductive if not carefully and purposefully planned. In District Two teachers are authorized occasionally to visit other schools, but these are the policies which help extract maximum efficiency from the activity:

- a) In general only one teacher is released for visitation at any one time. A replacement for the absentee must be supplied from the local school staff with no expense to the board for a substitute.
- b) The visit must have a purpose definitely related to the improvement of some phase of the instructional program or the solution of some school problem under study.
- c) The school to be visited must be known to be a very promising source of help.
- d) Careful plans must be made for the visit to make sure of a cordial reception for the visitor and a willingness on the part of the school visited to try to be helpful.
- e) No more time should be allowed for the visit than is required for the necessary observation and conference.

4. Reading Material

Because of changes in grade or in subject-matter assignments, limited knowledge acquired in a minor field while training for teaching, and the rapid growth of knowledge in all areas of learning, teachers must keep abreast. As a result, principals in District Two have developed resourceful ideas that are productive in getting factual information to their teachers. In one elementary school, for example, the principal makes it possible for teachers handling science at all levels to receive science instruction subject-wise, if they wish it, from those teachers in the school who are best prepared in science. In other schools, principals recommend and procure certain materials for teachers to read to augment their knowledge, and skills. These include:

1. High school and college texts in general science, physics, chemistry, biology, astronomy, and geology.

2. Regular subscriptions for the foreign-language editions of *The Reader's Digest*: French, German, Spanish, and Italian.

3. Manuals of style, handbooks, and college texts for composition and rhetoric.

4. The latest brochures on College Board examinations.

5. High school and college texts in history, economics, and other areas of the social studies.

College Credit Courses "Near Home"

Techniques taught to teachers attending education courses in summer sessions at colleges and universities throughout the country may be stimulating and refreshing, but how successfully can all the techniques taught be translated into practice by teachers coming from all over the nation? For instance, many techniques, good as they may be, are dependent upon certain facilities and "climates" which are different from what teachers might really have. What's more, different teachers come to summer school with different problems. Because of the heterogeneity of his class, the professor finds it difficult to make his course specific enough to satisfy the needs of individuals.

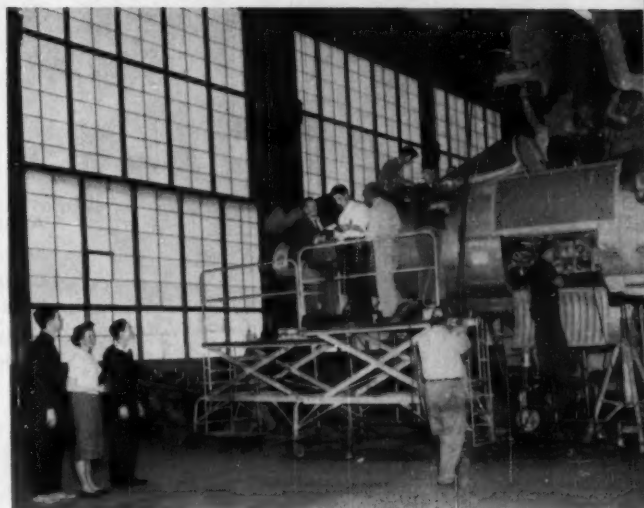
In District Two, teachers can attend college courses — and receive credit — by attending one of the late afternoon sessions at one of the neighborhood branches of Chicago Teachers College, which is part of the Chicago public schools system. Besides being highly practical in content, courses can be planned in terms of specific problems common to most of the teachers, precisely because most of the attending teachers come from schools within districts working on the same problems. The instruction can often be pitched to a particular level as well as to a particular area of instruction.

Teachers Need Assistance

Such programs, initiated by administrators, can be deliberately focused on improving teacher competency in the classroom in terms of specific felt needs. What's more, they realistically lead teachers to feel that their problems are not so unique that they cannot be solved. Teachers can be of great assistance to one another. Each has a competency in one or more specialties which confers upon her the role of leadership and instructor in respect to her fellow teachers. Her colleagues in turn can return the favor by sharing their specialties and know-how. But the administrator must be the catalytic agent who makes it possible for this leaven to become operative. Teachers can rarely get such a co-operative enterprise into operation without guidance, an attitude of permissiveness, encouragement, and a desire to assist on the part of administrators. ■

Industry Sponsors the Science Fair

A new dimension to the school science fair was added in Westbury, as 40 Long Island industries demonstrated how scientific principles taught in science classrooms are adapted to industrial research and production —



Above: Three Westbury, N. Y., high school students are treated to a close look at Republic Aviation's F-105 Thunderchief; below: a project engineer for Teletronics Laboratory, Inc., explains some of his firm's equipment to Long Island students and their faculty advisor. The visits precluded the students' manning of exhibit booths of industry at the Westbury Mid-Island Science Fair.

While school science fairs have now become a regular part of many school's curriculum, the Mid-Island Science Fair, held at the Westbury, L.I., N. Y., high school last spring, was different in that some 40 Long Island industries took advantage of the fair to demonstrate how scientific principles as taught in science classrooms are adapted to industrial research and production.

For several years Westbury, as well as most of the surrounding high schools, has held its own local student science fairs to choose the best student science projects to exhibit in the Long Island Science Congress, a science fair which demonstrates the best products of all Long Island students. Early in 1958, the president of the Westbury PTA suggested that industry might be invited to the high school to demonstrate their products.

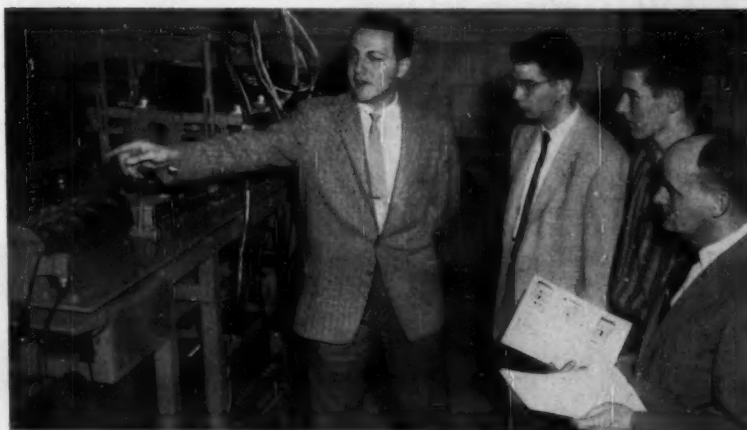
The consensus of opinion of the committee of laymen, invited to discuss the matter, was that industry should be given the opportunity to come into the school. This "Central Laymen Committee" was charged with approaching industry with the proposition.

Two Difficulties

The committee discovered that industry was very willing to co-operate; so much material and valuable time of plant personnel would be involved, how-

ever, that many companies believed it would not pay to exhibit in one relatively small school (Westbury has approximately 1200 pupils) for a limited audience. Several smaller industries

stated that with the shortage of engineers and technicians, it was doubtful if plant personnel could be spared 12 hours per day for the three days that the fair would run.



CECIL L. RICE

Superintendent, Union Free School District 1, Westbury, N. Y.



What school patrons saw at the Westbury Fair—

A model of the Terrapin, Republic Aviation Corporation's low-cost, high-flying missile was one of the many exhibits at the fair.

Among the Exhibitors...

American Bosch Arma Corp.

(Guidance system developed for the Titan ICBM, which enables the missile to find its target accurately)

Fairchild Engine & Airplane Corp.

(A J44 jet engine, the first, small lightweight 1000-lb. thrust turbo-jet produced in the United States)

Airborne Instruments Laboratories

(A missile master unit, equipment designed for controlling and coordinating the use of the Nike anti-aircraft missile batteries)

Meadowbrook Hospital

(A display of radio-active isotopes such as used in diagnosis, and a demonstration by means of a Geiger counter of the location of radio-active iodine)

Adelphi College

(Vapor phase chromatograph, an aid in the analysis of chemical compounds)

Westbury Electronics, Inc.

(A closed-circuit TV system including camera, modulator, and a network of coaxial cable to several receivers)



The Bell Telephone Company, one of the 40 Mid-Island Science Fair exhibitors, demonstrated the progress made by the telephone since the days of Alexander Graham Bell, its inventor.

Two major problems—potential audience and man-power shortage—faced the committee.

To solve difficulty number one, the committee invited the superintendents and principals of several surrounding high schools to participate in the fair. The combined enrollment of nine co-operating schools—Carle Place, East Meadow, Garden City, Hicksville, Mineola, W. Tresper Clarke, Union, Wheatley, and Westbury—is approximately 10,000 pupils. Both major and minor industries were more than willing to exhibit to so large a potential audience.

To help solve the man-power problem—personnel to man the booths at the fair—it was suggested to the companies that teams of students be sent to the industries themselves to be trained to explain and demonstrate the products.

Forty industries, colleges, and government agencies responded enthusiastically to the idea.

Student Teams

Each of the nine co-operating high schools chose a science teacher to sponsor a company and to lead a team of students to visit the plant. One pupil from each of the schools joined this team of top science instructors. To select pupils, each school evaluated the science interests of their best pupils and nominated the top 40. Students with an interest in biological research were placed on a team to visit such firms as the Waldeman Foundation, which is conducting research in cancer. Those with interests in electronics were assigned to a team to visit plants such as Bell Telephone, Hazeltine, Teletronics, etc.

Meeting students with similar interests from the eight other schools, arranging exhibits with top-flight engineers and technicians, observing our country's most modern technical products in construction—these by-products of the science fair lent inestimable value to the science interests of the participating students.

The fair, held in the two gymnasias of the Westbury high school, was visited by more than 20,000 guests. The exhibits were open from ten to ten and the 400 science pupils rotated in conducting the demonstrations. Educational films and slides, furnished by industry and government, were shown continuously in the school auditorium.

As our school's finest science students and their teachers were able to get out into industry and industry was able to demonstrate their products to students and school patrons, the Mid-Island Science Fair was a progressive union of school and industry. ■

How Fares the Superintendents' Tenure?

- ▶ In 45 out of the 56 large cities studied in this recent survey, the term of office of the superintendent is definitely lengthening over the period of the previous survey.
- ▶ The tenure pattern, however, during the past ten to 20 years has not demonstrated the job stability evidenced during the 1920-30 period.
- ▶ During the past 25 years, 17 out of 109 terminations were due to dismissal: a rebuttal to the oft-repeated charge that in nine out of ten cases superintendents are forced to resign because of whims of the school board.

**WILLARD B. SPALDING and
ERRETT HUMMEL**

The December, 1947, issue of the *AMERICAN SCHOOL BOARD JOURNAL* included an article by Dr. Willard B. Spalding, then dean of the School of Education at the University of Illinois, on the rate of turnover in large school superintendencies. At that time there were 42 cities in the United States which had a population of over 200,000 and data from 40 of these revealed that 18 cities had employed three superintendents during the previous 15 year period (1932-47), while 17 had employed two superintendents, and five cities had employed four. The evidence at that time (1947) indicated strongly that there was not a continuing pattern of educational administrative leadership in the larger cities of our nation and among the predominate reasons given for this situation were: ill health, other opportunities in education, death, retirement, dismissal, and work opportunities outside the educational field.

In an attempt to determine whether the passing of a decade had brought some measure of permanence or stability to the position of school superintendent in large cities, in September of 1957 the 1947 questionnaire was mailed to the superintendents of 58 cities with population over 200,000. Replies were received from 56 cities.

In Table 1 the length of term of the individual who was employed by each city is listed in the appropriate column.

Dr. Spalding is dean of faculty at the Portland State College and **Dr. Hummel** is assistant president.

TABLE 1. Tenure of Superintendents in 58 Cities Above 200,000 Population, During the Period 1932-57

<i>Cities Employing One Superintendent During 25 Year Period Toronto, Canada</i>			<i>Years Served in Cities Employing Four Superintendents, 1932-57</i>						
<i>Years Served in Cities Employing Two Superintendents, 1932-57</i>			1st	2nd	3rd	Present			
	1st	Present							
Atlanta	23	14	Akron	6	8	14	2		
Birmingham	15	15	Columbus	17	12	7	1		
Cincinnati	7	21	Denver	10	2	8	10		
Fort Worth	15	11	Detroit	23	3	11	1		
Houston	21	12	Hawaii	9	12	7	3		
Jersey City	22	10	Indianapolis	7	7	7	7		
Providence	8	17	Long Beach	3	2	10	10		
Rochester	21	4	Miami	16	16	4	4		
<i>Average number of years</i>	16.5	13	Newark	9	6	10	4		
			New York	10	8	5	10		
			Philadelphia	15	9	7	2		
			St. Paul	12	3	2	8		
			Tampa	4	12	4	8		
			Tulsa	5	1	9	14		
			Wichita	32	1.5	1.5	12		
			<i>Average No. of years</i>	11.9	6.7	7.1	6.4		
<i>Years Served in Cities Employing Three Superintendents, 1932-57</i>			<i>Years Served in Cities Employing Five Superintendents, 1932-57</i>						
	1st	2nd	Present	1st	2nd	3rd	4th	Present	
Baltimore	20	6.5	4.5	Chicago	6	10	1	6	4
Boston	5	11	9	Jacksonville	4	8	12	4	1
Cleveland	12	14	10	Kansas City	10.5	7	1.5	3	3
Dallas	15	4	12	Minneapolis	12	2	4	2	7
Dayton	7	9	10	Oakland	6	5	2	6	8
Grand Rapids	4	13	8	Portland, Ore.	11	6	3	6	4
Louisville	5	7	12	Youngstown	5	3	3	12	1
Memphis	13	22	6*	Buffalo	18	13	3	4	0.5
Milwaukee	30	6	7	<i>Average No. of years</i>	9.1	6.75	3.7	5.4	3.6
Norfolk City	20	6	8						
Pittsburgh	12	3	13						
Richmond	14	13	11						
St. Louis	10	2	15						
San Antonio	8	7	10						
San Diego	5.5	19.5	4						
Seattle	14	12	1						
Syracuse	11	10	3						
Toledo	12	3	20						
Vancouver, B. C.		21	3						
Washington, D. C.	23	3	12						
Worcester	20	13	1						
<i>Average Number of years</i>	13.25	9.8	8.7						
<i>*Weeks</i>			<i>Years Served in Cities Employing Six Superintendents, 1932-57</i>						
			1st	2nd	3rd	4th	5th	Present	
			Los Angeles	8	11.5	6	0.5	2	1
			New Orleans	18.5	2.5	2	5	2	4
			San Francisco	11	2	7	4	8	2
			<i>Average No. of years</i>	12.5	5.3	5	3.2	4	2.3

*Weeks.

As the men listed in the first column were "on the job" in 1932 and began their terms of service in differing years, the total length of the service of all superintendents will vary from city to city. This table shows that in those 44 cities where two, three, or four superintendents were employed, the term of service, disregarding present incumbents, has lengthened when compared with the 1947 study.

The 1947 study indicated that where two superintendents had been employed the term of service had been 15.41 and 7.76 years; while by 1957 these tenure figures had increased to 16.5 and 13 years. Where three superintendents had been employed the terms of the first two were 10.89 and 5.72 years, while in 1957 these same positions had tenure of 13.25 and 9.8 years. In 1947, where four superintendents had been employed, the terms of the first three had been 11.80, 4.40, and 4.40 years, while the 1957 study indicates that in comparative situations the terms had lengthened to 11.9, 6.7, and 7.1 years.

If we add to these 44 cities the one where only one superintendent was employed, we find that in 45 of the 56 cities studied, or 80%, the average term of service of the superintendent is definitely lengthening.

In the remaining 11 cities the average term of service appears rather too brief for the administration to establish and execute with the board any fixed long term policies.

While the present study indicates that the average length of tenure has been increasing when compared to the average length of tenure indicated in the 1947 study, it is interesting to notice that in all categories in Table 1 the average tenure of office of each subsequent superintendent was less than the length of service of the superintendent in office in 1932. When present incumbents are not considered, due to the fact that recency of appointment may result in a seeming short term in office, it will be noted that 55 superintendents served for a shorter period of time than the one in office in 1932, 20 for the same time, and 20 for longer terms. Still excluding present incumbents from our consideration, 47 superintendents served for shorter terms than their immediate predecessor, 26 for longer terms, and nine for the same length of term.

Excluding present incumbents, and considering those cities which have employed four or more superintendents when any three superintendents are compared as to term of office, the following facts are noted: In 13 instances, the second superintendent served for a shorter term of office than did the first, and in nine instances the second

superintendent served for a shorter term than did the first and a longer term than the third, and in eight instances the second superintendent served for a longer period of time than either the first or third. Two instances were noted in each of the following categories: the second superintendent served longer than first, but shorter than third; second superintendent served less than first and same as third; first, second, and third superintendent served same length of time. In one instance the second superintendent served the same term as the first and longer than the third. Combining the above, there are 18 individual instances where the term of office is generally decreasing and 19 where it is generally increasing.

In Table 2 the first three lines are repeated from the 1947 study while the fourth and fifth lines list comparative data for the two five year periods 1948-52 and 1953-57.

TABLE 2. Average Annual Turnover of Superintendents of Schools in Cities Above 200,000

Period	Total Positions Filled	Per Cent of Average Annual Turnover
1933-37	20	10
1938-42	18	9
1943-47	29	14.5
1948-52	17	5
1953-57	26	9.3

NOTE: (years 1933-47 — 40 cities; 1948-57 — 56 cities)

It is apparent from Table 2 that for several years following World War II the average annual turnover was comparatively low, but that during the mid-fifties this annual job changing pattern shows a marked increase. This naturally leads us to consider those factors which cause or lead to the replacement of the top educational leader in our major cities. and Table 3 shows, in as far as they were furnished, the reasons for the termination of superintendents'

TABLE 3. Causes of Termination of Employment of Superintendents of Schools in Cities Over 200,000

Period	Died	Retired	Other Work in Educ.	Work Outside Educ.	Dismissed	Ill Health	Resigned
1933-37	7	2	5	1	4	1	
1938-42	5	3	4	0	4	2	
1943-47	5	9	8	1	5	1	
1948-52	1	3	8	0	2	0	1
1953-57	2	15	5	0	2	2	1
25 year totals	20	32	30	2	17	6	2

services. As in Table 2 the first three lines are repeated from the 1947 study (40 cities).

Listed in order of frequency the reasons for changes in personnel in our large city superintendencies are: retirement, other work in education, death, dismissal, and ill health. This evidence may be counter to the oft-repeated impression that in nine cases out of ten the superintendent will be forced to resign because of whims of the school board. This study evidences that over a 25 year period only 17 superintendents in the cities reporting were dismissed while 20 died in office, 32 retired, six resigned because of ill health, and 32 moved on to other jobs of their own choice. In the 109 cases reported, only 15.6 per cent of the replacements were occasioned by dismissals.

Finally, Table 4 lists the average tenure for 59 cases listed in the cities reporting, segregated according to the reasons for termination of employment.

TABLE 4. Average Length of Term of Office of Superintendents of Large Cities Who Have Terminated Employment for One of Six Reasons

Reason	Average term in years
Death	7.37
Retired	11.5
Other Work in Education	7.18
Other Work Outside Education	13.00
Dismissed	8.77
Ill Health	2.83
Over-all average	9.05

In Summary

In summary, it appears we may generalize that, disregarding present incumbents, the tenure in large superintendencies is tending to increase, but that individually the tenure pattern during the past ten to 20 years has not demonstrated the job stability evidenced during the 1920-30 period.

At present the relationship between the duration of the service of a superintendent of schools and the quality of the educational system which he administers is unknown. While educational practitioners and writers have assumed that brief tenure of administrators automatically causes a lack of unity and direction in educational policy, there is no research that validates this assumption. Measure of quality, like Mort's adaptability factors, have not been applied widely enough to produce sufficient data for the comparisons out of which relationships may be determined between tenure and policy continuity. The determination of such measures would materially add to the conclusions that might be drawn from a study such as has been presented. ■

Board Employees and "Incompatible Offices"

STEPHEN F. ROACH

Editor, *Eastern School Law Review*
Jersey City, N. J.

Numerous court decisions have been rendered on the issue whether individual school board members may properly hold another public office during their term on the board of education.

As a result, the general rule is apparently well settled that where one of the positions is, or may be, controlled by the other, the two offices are *incompatible*. Accordingly, it becomes necessary that the member in question vacate one of them.

While the question of "incompatible offices" has arisen less frequently in connection with teachers, there have, nevertheless, been some cases of this nature. One such case¹ was recently decided in the Supreme Court of Oregon.

Facts of the Case

Monaghan, a duly elected member of the Oregon Legislative Assembly, was also a contract teacher in the public schools of School District No. 1 of Clackamas County.

In the present action, his employing school district contended that Monaghan was not eligible for employment as a public school teacher so long as he held the position of member of the state House of Representatives. It based its contention, primarily, on the provision in the Oregon Constitution which read: "The powers of the Government shall be divided into three separate departments, the Legislative, the Executive, including the administrative, and the Judicial; and no person charged with official duties under one of these departments, shall exercise any of the functions of another, except as in this Constitution expressly provided."

¹*Monaghan v. School Dist. No. 1, Clackamas County*; cited as 315 P.2d 797 (Ore.) (1957) in the *West National Reporter System*.

On the other hand, Monaghan contended that he was eligible to perform his function as a teacher under his contract with the district and without the necessity of resigning his seat in the state legislature.

The lower court decision went against him. He was here appealing that adverse decision.

The Issues

The essential point at issue here was whether Monaghan was eligible for employment as a public school teacher during the time he held the position of member of the state House of Representatives.

Of equal interest to school board members, and school administrators generally, would be the views of the court concerning the related question: Does a public school teacher exercise any of the *legal functions* of either the legislative, executive, or judicial departments of government?

The answer to this latter query might well furnish helpful information as to a teacher's legal status.

Findings of the Court

Addressing itself only to the question of Monaghan's qualifications to act as a school teacher while continuing as a member of the legislature, the present court first commented that the separation of powers in government—as stipulated in the cited Constitutional provision—was "one of paramount purpose in the system of political philosophy peculiar to our federal and state governments." All state constitutions, except one or two, it noted, "contain provisions of similar import and objective."

Nor was this separation merely "a matter of convenience or of governmental mechanism." Rather, its basic and vital

object was "to preclude a commingling of these essentially different powers of government in the same hands." And, of equal importance, was the keeping of each of these departments "completely independent of the others—independent not in the sense that they shall not co-operate to the common end of carrying into effect the purposes of the Constitution, but in the sense that the acts of each shall never be controlled by, or subjected, directly or indirectly to, the coercive influence of either of the other departments."

The court then went on to point out that the contention of Monaghan would, in legal effect, make the word "functions," in the cited provision, synonymous with the term "official duties."

In considering this allegation, the court noted that it was apparent that Monaghan, as a member of the legislature, was a "person charged with official duties" in the legislative department of government.

The point here at issue, the opinion emphasized, thus became: Was Monaghan, as a teacher, exercising "any of the functions" of another department? If such was the case, then the cited constitutional provision would become directly applicable.

The court then defined "official duties" as those obligations imposed by law on a public officer; it defined "functions" to mean that which one is bound or which it is one's business to do.

But the term "functions," it held, gave a broader sweep and more comprehensive meaning than could be assigned to the term "official duties." Functions, in other words, included and then went beyond the term "official duties."

"One who performs *official duties*," the opinion went on, "necessarily functions in tasks relating to his office, but one who exercises the *function* of another department is not necessarily engaged in the performance of *official duties*."

Noting that if "persons charged with official duties in one department may be employed to perform duties, official or otherwise, in another department the door is opened to influence and control by the employing department," the court arrived at the following pertinent conclusions. First, the word *functions* embodies "a definite meaning with no contradiction of the phrase *official duties*"; second, "He who exercises the functions of another department of government may be either an official or an employee"; and third, Monaghan, already charged with official duties as a legislator, was—in his employment as a school teacher—exercising the functions of another department of government.

In elaborating on the last of these conclusions, the present court made the following significant comments:

A school district, as a legislatively created entity . . . is a civil division of the state . . . separate and distinct from pure municipal corporations such as cities and towns.

Teachers are employees hired by a state agency [viz., the school district] whose function it is to serve the state in the exercise of its sovereign power and duty [to provide for a uniform, general system of common schools] as mandated by . . . the Oregon Constitution.

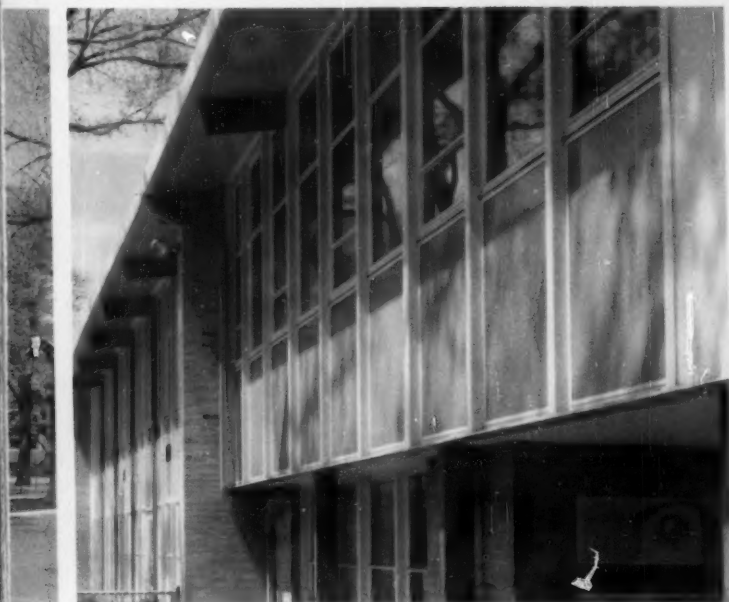
It is through the teacher, not the school district, that the state's standards of educational excellence are disseminated. When so engaged, they are exercising one of the functions of the executive department of our state government. ■

Walls this thick



There used to be another school at the intersection of Hanna Street and Jackson Boulevard, Forest Park, Illinois. It was a good school when it was built in 1890, but it wasn't big enough, bright enough or safe enough for today. So they tore it down and built the magnificent steel window wall school that you see in the picture.

make more room inside



The architect had a problem. The new Garfield School had to be built on the same small lot that the old school occupied—125' x 300'. But the new building had to be bigger inside and still have outside area for safe, pleasant surroundings. A multi-floored structure wasn't the answer because the school had to have a low, almost residential silhouette—in harmony with the neighborhood. It had to be bright and modern, and the job had to be done economically.

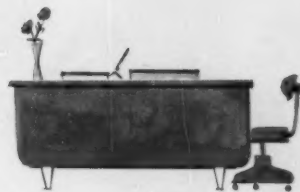
The architect wisely chose steel window wall construction. The sandwich panels, consisting of porcelain-enameled exterior, insulation and steel inside sheet, are only one inch thick, so there is more floor space inside the school—16,610 square feet. The building will always look bright and new because the apple-green porcelain will not fade or discolor. Like the spacious glass windows, porcelain-enameled steel panels require no maintenance.

Construction costs were kept to a minimum. Less foundation material and thinner structural sections were used because steel window walls are so much lighter. Labor cost was low because this kind of construction is fast and easy—the steel panel and entire steel window sash is factory-assembled into one unit, then delivered to the site ready to bolt in place.

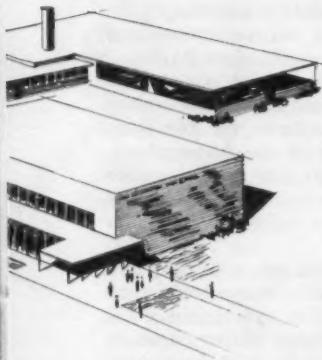
This modern way to build deserves your special attention. United States Steel produces quality USS Vitrenamel Sheets for porcelain-enameled, stainless steel, bar sections for window sash, and structural sections for framing. For more information about steel window walls, write to United States Steel, 525 William Penn Place, Pittsburgh 30, Pennsylvania.

USS is a registered trademark

Garfield Elementary School, Forest Park, Illinois
Architects and Engineers: Childs & Smith, Chicago, Illinois
Panel Fabricator: Erie Enameling Company, Erie, Pennsylvania
Window Wall Fabricator: Fenestra Inc., Detroit, Michigan



United States Steel



Several exterior views of the porcelainized aluminum window wall and brick design of the New Kensington plant. The school, which is one story except in the academic area, was designed by Hunter, Campbell & Rea, architects, Altoona, Pennsylvania.

sion arises. The 1322 seat auditorium and 2000 capacity gymnasium are sized with both the present and future in mind.

Arrangement of Areas

The library adjoins the classroom wing and with its all purpose conference room provides a quiet study space for 90 to 100 students with glassed areas and charging desk located for maximum student control.

The music area, containing a sound-proof music room, recording room, prac-



Left: The pleasant, airy library is located with its several storage, work, and conference rooms at the auditorium end of the academic wing. Below: The spacious arts and crafts room.





Above is a view of the typing classroom, which is one of seven rooms in New Kensington's commercial department. At left is a view of one corner of the unit kitchen laboratory of the school's homemaking suite.

tice rooms, and storage facilities, is located adjacent to the auditorium and convenient to the auditorium stage.

The science, commercial, social studies, mathematics, and English classrooms are grouped in units in the two-story classroom wing with the homemaking, art, teachers rooms, and administrative suite conveniently located. The administrative offices are right off the main entrance corridor.

The locker rooms are adequate, and the visual areas provide maximum control possibilities. The gymnasium is divided by an automatic folding partition making it possible to hold boys' and girls' classes at the same time. The health suite is located between the gymnasium and the vocational shop, and the location has proved to be very convenient.

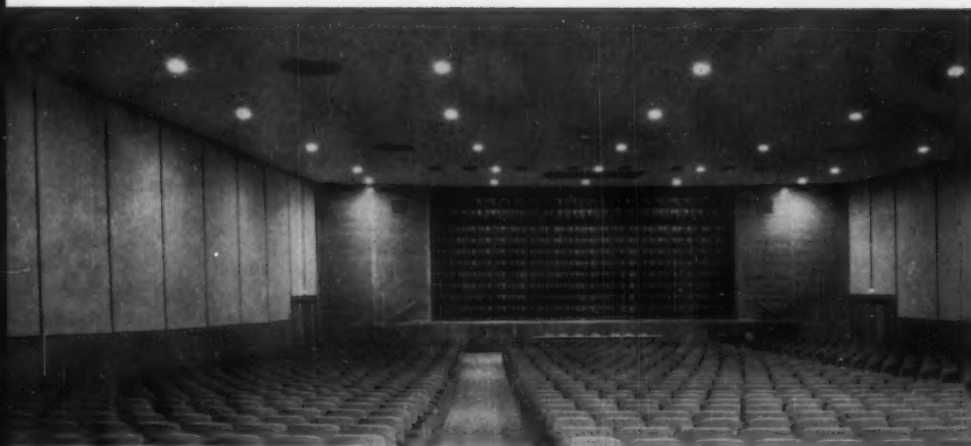
The folding door between the school board room and the adjoining classroom has provided space for public attendance at the board meetings and has been utilized for other purposes far more than was anticipated.

The setting, the parking, traffic control, landscaping, and distance from traffic noises attest to the functional aspects of the school and makes the school entirely practical and at the same time the most beautiful building in our city.

Construction Materials

The contemporarily designed plant has a porcelainized aluminum and brick exterior and trim.

The 24 classrooms, as well as the other areas of the academic section of the school, have plaster walls, acoustical tile ceilings, and asphalt tile floors. Lighting is incandescent, except in such



New Kensington's luxurious auditorium, which will seat 1322, was designed for future expansion of the plant. The stage can be opened from the rear for use as an outdoor stage; seats built into a hill area at the rear of the school will accommodate summer "amphi-theatre" events.

specialized zones as the music suite, industrial arts shops, and the administrative offices where fluorescent fixtures are used.

The heating system is low pressure steam with unit ventilators.

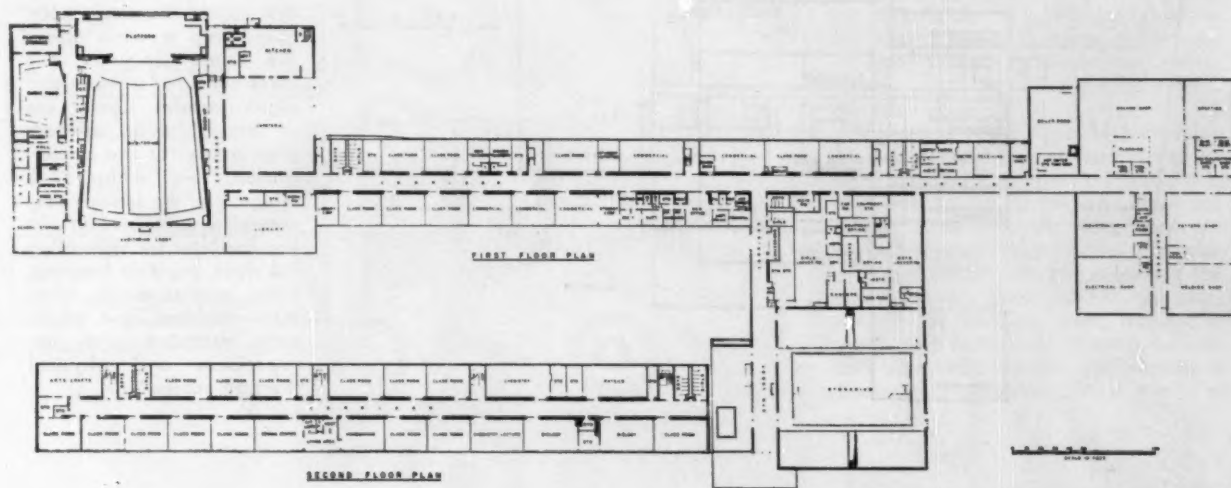
In the gymnasium, toilet rooms, and corridors, the walls are tile wainscot with plaster above.

The Costs

The total construction costs of the New Kensington senior high school amounted to approximately \$2,500,000. For about 133,677 square feet, the contract cost per square foot was \$18.75. The per pupil cost is \$2,500. ■



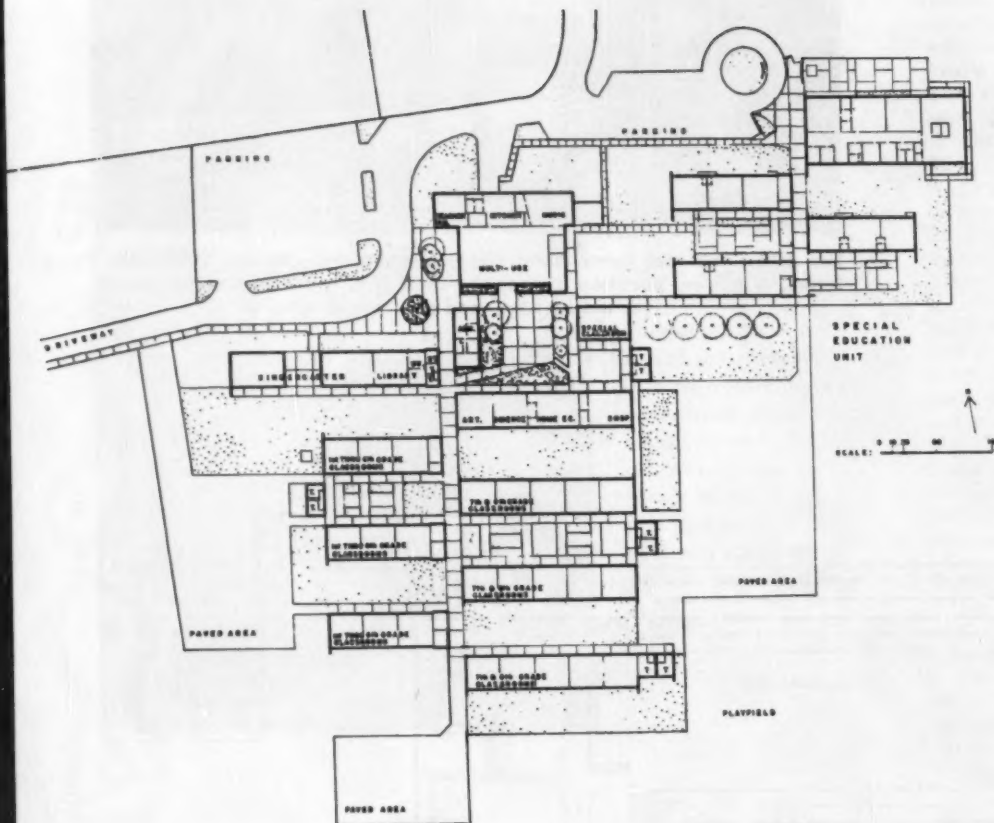
The 104 x 112 foot gymnasium has a seating capacity for 2000 spectators. A folding partition divides the room into two instructional areas, for use by boys' and girls' sections.



New Kensington's cafeteria accommodates 450 students at a session. Right: The drafting room of the school's industrial-arts area has "four-bladed" fluorescent fixtures for good lighting.



The Starr King School

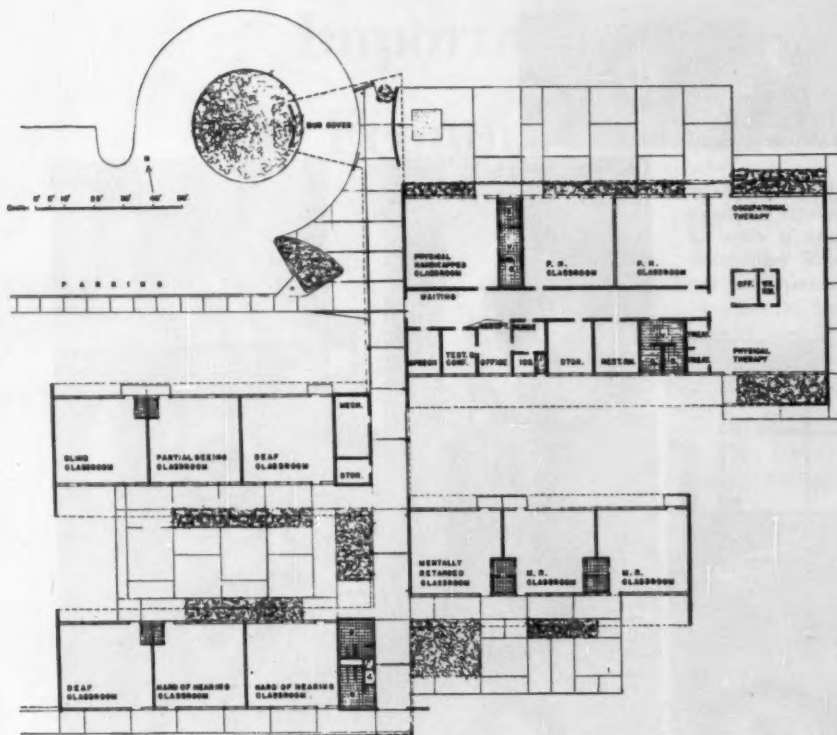


The sketch of the floor plan of the Starr King school at the left indicates the placement of wings of the elementary, intermediate, special education, and auxiliary areas. At the left is a detailed floor plan of the special education unit. The multi-use room, the library, and many of the regular classrooms are shared by the special and regular students of the school. The intermediate section of the building has a special art, science, home economics, and industrial-arts rooms that were combined into a wing above the three wings of five classrooms for seventh and eighth grades. Clever use of inner courts separate play areas for the kindergarten, 1-6 wings, 7-8 wings, and the special education center. This last unit has facilities for instructing the deaf, hard of hearing, blind, partial seeing, mentally retarded, and physically retarded with occupational and physical therapy rooms.



A long-range view of the exterior of the Starr King school, Arden-Carmichael School District, Sacramento County, Calif., showing the modified campus plan of the plant. Superintendent in this district is Walter Del Walker. Architect was Dreyfuss and Blackford, architects and planners, Sacramento, Calif.

**An integrated
K-8 elementary school
and special education
center —**



The Starr King school, in the Arden-Carmichael School District of Sacramento County, Calif., is a combined K-8 school and special education center for exceptional children — under a single administration.

The elementary school contains two kindergartens, nine classrooms in three wings for grades one to six, and ten classrooms in two wings for grades seven and eight. In addition, there are an art room, a science room, a homemaking room, a shop, a library, a music room, and a multi-use room with stage and kitchen in the regular instructional area of the school.

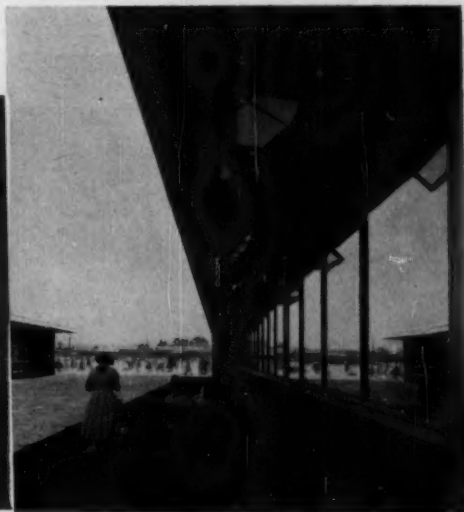
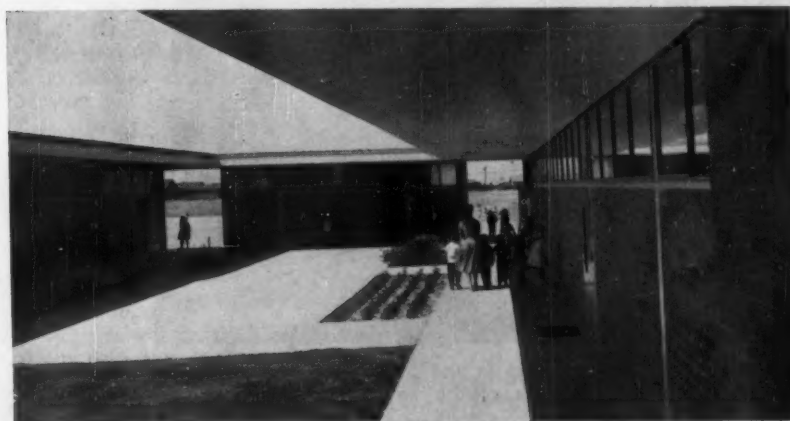
The section for exceptional children has specially planned and equipped classrooms for the mentally retarded, the deaf and hard of hearing, the blind and partially seeing, and for the physically handicapped. Extensive rooms for occupational therapy and physical therapy are located next to the last.

No Segregation

While the school is of a modified campus design, an attempt was made for integration. Handicapped children will take regular classroom instruction in some subjects and use the multi-purpose room and library jointly with the other students.

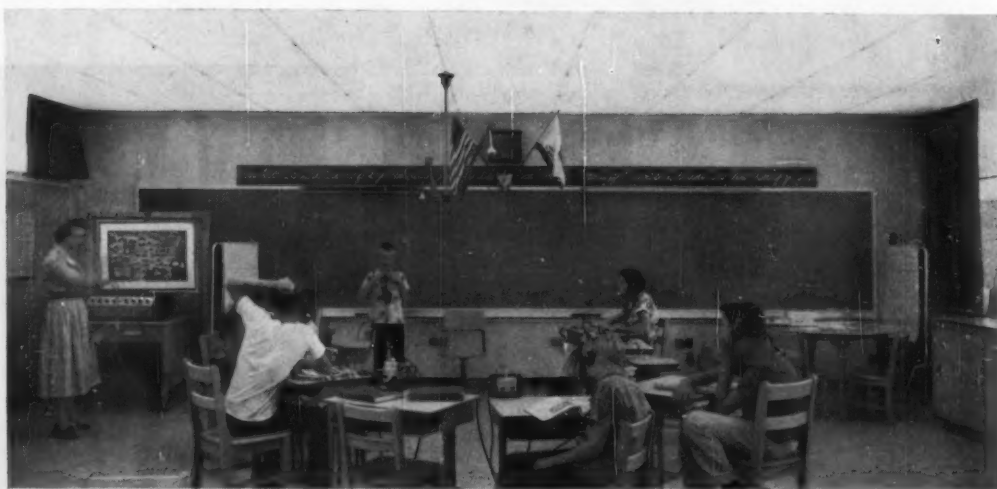
The school was designed on a modular basis using steel frames cantilevered to form the corridors and louvers. Brick was used to fill in between the rigid frames; steel channels were used for window sills and door frames. The windows are welded into place, leaving the doors the only wood items on the exterior of the building. Roof framing is wood with acoustical plaster ceilings and plastered corridors. The lighting is fluorescent throughout, with levels of

Two illustrations of the exterior of the Starr King school, showing the modified campus plan's inner court and exterior corridor arrangement.





Above: one of the two kindergartens in the Starr King school; the room is typical of the three wings of three first- through sixth-grade classrooms. Right: a view of the physical therapy room of the special education section. Below: one of the three special classrooms for the physically handicapped.



The extensive outlay of specialized equipment incorporated in the Starr King special center is shown above as hard of hearing students work in one of the two classrooms designed for their use.

35 foot-candles in the regular classrooms and from 100 to 150 foot-candles in the luminous ceiling areas of the special education sections.

The school's complete cost was approximately \$1,100,000, slightly over \$12 per square foot. Half the cost was contributed by the California State School Building Aid funds. ■

Equipment is Important To Economy

HAROLD W. BOLES

Educational Consultant, Newark, Ohio

5.

Reiterating a belief that everyone concerned with a school building program must exercise eternal vigilance if wasteful expenditures are to be avoided, we would like to state that this vigilance must extend to the purchase of equipment. Here, as in each of the other phases of school plant development, there is no single opportunity for effecting great savings.

Apparently there are many little things, however, which can be done in purchasing school equipment to help keep the gross cost of new school facilities to a minimum, and almost all of those things are under the direct control of the board of education and its administrators. According to 86 educator-architect teams, scattered throughout the United States, who have had a part in the construction of low cost new schools in recent years, those things which can be done to avoid wasteful equipment expenditures are listed in the following paragraphs in the order of their importance.

1. *Purchase all equipment on competitive bids or comparative prices.* In many states, the state law requires that boards of education advertise for competitive bids if the amount of purchase is above a certain fixed sum. However, some states have no such law, and even in those states which do, the law is often circumvented. This suggestion goes one step further than the law and urges that competitive bids be taken

on all equipment. Some boards are too prone to say "we like this, let's buy it," without attempting to learn whether there are competitive products which they might like equally well. They generally pay premium prices in such cases—and often overlook products which may be even better than the one chosen.

2. *Specify as much of the equipment as possible yourselves, thus saving the architect's fee on it.* This seems to be a growing trend, largely, we suspect, due to university classes in "school building" in which it is advocated. The suggestion does have merit and can account for some very real savings if these precautions are observed:

a) Make certain the person entrusted with writing the specifications is capable.

b) The specification writer must recognize his limitations.

c) Remember that you may need to have the architect supervise certain installations, and he probably will not be willing to do so unless he has specified the equipment being installed.

d) Stick to suggestion #7 in this article, come what may.

3. *Keep most equipment purchases separate from the general contract.* The reason for this should be obvious, but here are examples to make it a little clearer. With either rollaway gymnasium bleachers or cafeteria kitchen equipment, the installation is nearly always made by the distributor who supplies the equipment. If you contract directly with him, you get the

same price which he quotes to your general contractor even if the bid for the equipment is included in the general contract. The difference is that the general contractor adds on his usual rate of profit (often 15-20 per cent) for equipment which he never touches.

4. *Make sure the hardware is simple and functional.* Hardware of simple design usually costs less initially and requires less maintenance than the more ornate. If it is hard to clean, the extra custodial time involved will soon eat up the few hundred dollars you might save by buying something of poorer design.

5. *Do not purchase equipment which will be unused.* This seems elementary, but many schools have been forced to do without sorely needed items of equipment while excess quantities of other items gathered dust in a storeroom. More judicious estimating of actual needs can prevent such unfortunate occurrences.

6. *Use stock items where possible.* The stock item usually will cost less than a comparable custom made item—unless the stock item enjoys a virtual monopoly in its field.

7. *Do not allow equipment companies to decide what equipment should be installed.* The layout facilities of such companies should be used judiciously as the competition may be scared off by knowing that a certain manufacturer made the layout.

Sources of School Building Economy

Many small savings in the important area of selecting, purchasing, and installing equipment in the new school program can total up to a considerable reduction in school construction costs. Among the following listing of 22 practical clues are some that will apply to your school district.

All the suggestions (this is fifth installment in a series of eight that form a comprehensive check list of basic ways to get the best use of your construction dollars as possible) were sifted by school plant experts and rated for *proved worth* by 86 builders of "low-cost" schools in 34 states.

Other articles in the series:

1. What Administration Can Do to Reduce School Building Costs (May, 1958, SCHOOL BOARD JOURNAL, pp. 52-54)

2. Proper Education Planning Can Help Reduce School Plant Costs (June, pp. 39-40)

3. The Right Architect Can Save You Money (July, pp. 26-28)

4. How to Save Money on Sites and Site Development (August, pp. 21-22)

6. Some Construction Methods Cost Less Than Others

7. Materials Used Can Vary Costs

9. Insist on Economical Engineering, Too

(When the series is concluded, reprints will be made available at minimum costs.)



Missoula County, Mont., High School

"There are many little things . . . which can be done in purchasing equipment to help keep the gross cost of new school facilities to a minimum, and almost all of these things are under the direct control of the board of education and its administrators."

8. *Use simple, uncomplicated lockers or wardrobes.* Each door, each hinge, and each latch is a potential maintenance problem. Too often, we put doors on lockers or wardrobes and then have to provide special ventilation within those spaces. Probably the most economical (and possibly the most hygienic) arrangement is to hang coats in relatively open areas in classrooms or corridors because *those areas are already provided with both mechanical and natural ventilation in most states.*

9. *Have installation of equipment conduits and pipes included in the construction contracts.* (See #14.) Unless equipment is decided early and service conduits and pipes are provided in the construction contracts, you may as well resign yourself to either (a) having exposed pipes and conduits (and this does not necessarily mean that they cost less than if they have been concealed) or (b) paying extra to have them installed where they should go. This may, in some instances, mean tearing into walls or floors or running complete new electric lines all the way back to a feeder panel.

10. *Tell the architect and the equipment contractors where you want locks, and have them installed only where needed.* If it is possible to close off classroom wings by means of gates, locks on classroom doors may be unnecessary. If classroom doors are provided with locks, perhaps there will need to be few or no locks within the rooms. In some rooms, perhaps a locking teacher's storage cabinet would obviate locks elsewhere. Sometimes, expensive locks are provided and never used.

11. *Include in your "intercom" and program systems only those features which will be used.* Don't pay for a record player unless someone is going to use it. Don't put in an AM-FM radio if only AM will be used.

12. *Use chalkboards of inexpensive ma-*

terial. There are several excellent boards on the market, any one of which has some advantages over any other. Examine them and see which seems best suited to your needs.

13. *Put chalkboard on only one wall or less of each classroom.* Few modern teachers believe it necessary to send an entire class group to the chalkboard at the same time. Most will admit that they cannot supervise chalkboard work of more than six or eight pupils at any one time. There are thousands of dollars worth of expensive and perfectly good slate boards hanging on classroom walls where they are covered over with pasted up displays of pupil work.

14. *Make all equipment decisions early in the planning stage.* Even though you take separate bids on equipment after the building is under construction, that equipment must all be decided and planned for very early. A particular kind of equipment may even alter room shape and size. If services for equipment must be run later (see #9) you are sure to pay extra. If a school shop is planned for 220 v. machines and 110 v. machines are purchased, there will be both paying and explaining to do.

15. *Have teaching personnel help plan the kitchen, especially in the cafeteria, industrial-arts shops, etc.* Many of these persons have no specialized training, but if they are experienced their help can be valuable. They can often point out something that looks good on paper that may not function at all.

16. *Use simple, open-front cabinets in classrooms.* Doors cost money and often stand open.

17. *Make the program system a part of the "intercom" system.* Two separate systems usually cost more than a combination system, and the combination functions just as well.

18. *Use tackboards of less expensive ma-*

terial than cork. There are several attractive materials on the market. Some can be painted, making an infinite variety of color schemes possible. Some of the least costly materials hold tacks well, but are not "self-healing" when perforated by tacks. Some such boards can be (a) replaced, (b) covered with inexpensive fabric (such as monk's cloth), or (c) used with nonmarking plastic adhesives, and still cost less than cork.

19. *Make most equipment of painted softwoods.* Items which will not have hard usage or abuse (for example, bookshelves) will probably last just as well and finish almost as nicely as if they were of hardwoods.

20. *Use free-standing classroom cabinets for storage where possible.* Factory made, factory assembled, and factory finished units are usually lower in cost than units which are job cut, field assembled, field finished, and built-in. Free-standing, storage units add to over-all flexibility of both room arrangement and room use.

21. *Use simply designed rollaway bleachers for gymnasium seats.* These usually cost only a fraction of what built-in chair type seating costs. Students usually do not object to the bleacher seating for school events, and the extra cost of chair seats is extremely difficult to justify for adult use for eight or ten basketball games per year.

22. *Use simply designed plywood chairs in the auditorium.* Cushions are nice to have, but they cost money. Most school and community programs are not more than one to two hours long, and any normal person carries enough natural cushion to enable him to endure a wood seat for that long. New lamination processes for plywoods have overcome many of the earlier objections to those materials. Metal banding of back and seat edges makes those edges practically tamper-proof. ■

This report on Portland's experience with architect's fees
indicates our present systems may not be equitable —

What's in an Architect's Fee?

AMO DE BERNARDIS and VICTOR DOHERTY

As school boards over the nation pause for a "second wind" between building elementary schools and planning new high schools, many boards will face requests for higher fees by architects who design school buildings. The need for an increase will be laid to higher consultant and engineer fees and higher salaries for draftsmen. These requests will, in many cases, be made in spite of pressures from communities to keep school building costs down. Increases in school spending will have to be properly explained and fully justified as never before. Are increases in architects' fees really needed? The answer is not a simple one.

A recent experience in Portland, Ore., will illustrate the complexity of arguments centering around architects' fees. A delegation from the Oregon Chapter of the A. I. A. appeared before the board of education and asked that the board consider raising architects' fees. The board instructed the architects to prepare any facts they had which would demonstrate the need for such an increase. At the same time it instructed the superintendent to conduct a survey of architects' fees in other cities similar in size to Portland.

Architect's Fees

Portland pays a fee of 6 per cent on all elementary school buildings and a graduated fee for high schools of 6 per cent on the first million, 5 per cent on the second, and 4 per cent on all over two million dollars. The survey of other school systems, participated in by 46 of the 52 cities to which questionnaires were sent, revealed that 20 cities pay a flat fee of 6 per cent on all major construction, whether elementary or secondary. Eight reported fees of less than 6 per cent. These fees ranged from five-and-a-quarter per cent to four-and-a-half per cent. Four of these eight districts pay 6 per cent minus percentages ranging from one and one-half to one-half for services performed by the district (e.g., inspection, supervision, provision of manuals of specifications, consultant services).

Fifteen districts reported use of graduated fees (fees that get smaller as costs

get larger). The graduated schedule most commonly used is one beginning at 6 per cent on small amounts and decreasing to from 4 to 5 per cent on multimillion dollar schools. Only four of these 15 districts reported fees which would aggregate more than 6 per cent on major construction.

The three remaining districts reported various practices from employing their own architect to paying architects on a "cost plus but not to exceed 6 per cent" basis.

Services Provided

In general, these results indicated that fees paid in Portland were in accord with those paid in other cities. The architects appearing before the Portland board of education contended that a comparison of Portland fees with those of other cities would have little value because the services performed by architects vary widely from community to community. In so far as it was possible to explore this supposition by questionnaire, it did not appear to be true. The majority of cities pay the cost of topographical surveys, test borings, and soil reports, whereas the architect bears the cost of structural, electrical, heating, and ventilating engineering fees. Services provided by some districts but not by others included preparation of layouts for regular and special classrooms and details for interior layouts for use by the architect. Only in a few districts did fees reflect these services.

The survey of architects' fees in other cities revealed no consistent regional differences except that in California fees are generally higher than elsewhere in the country. Certain southern cities have low fees, but this is also true of some cities in the midwest and on the Atlantic seaboard.

To summarize, the most common fee was found to be the flat 6 per cent fee on new construction. However, a considerable number of school districts use a graduated fee aggregating less than 6 per cent on

Dr. De Bernardis is assistant superintendent of schools in Portland, Ore.; Dr. Doherty is director of research.

projects of substantial size. Very few districts reported fees which would amount in aggregate to more than 6 per cent.

These facts do not, of course, prove anything about the justness of fees being paid. They only make clear what is being paid, and that expenses which must be paid from the architects' fees are comparable, with minor exceptions, among the majority of large school districts.

Architect's Report

With these facts in their possession, the Portland board of education received and studied a report prepared by local architects. This report set forth the cost of certain projects completed, the architects' fees, and the percentage of the fee represented by profit on each project. In general, this report showed that on small elementary school buildings, profits had been low; on large elementary school buildings, profits had been considerably higher; and on high school buildings profits had been almost nil.

The architects' report had certain shortcomings. First, it did not define or attempt to explain "profit." Second, it presented facts on only a few of the many building projects completed in the past ten years. Third, it presented for the board's consideration a new fee schedule which appeared to have little relationship to the findings of the study. After questioning the architects on the shortcomings just described, the board decided not to act upon the recommendation that fees be increased.

The results of this experience were not satisfying either to the board of education or to the architects. The study presented by the architects did indicate a need for selective adjustments in the fee schedule. On the other hand, the architects did not make proper use of the preliminary findings showing this need. Instead, they recommended a schedule providing for a general fee increase which their data did not justify. The result may well be that architects who design certain types of buildings will continue to have more-than-adequate profits while others may receive little.

(Continued on page 66)

Additional Sources for New Teachers

ELAINE EXTON

As superintendents and school board members grapple with the critical problem of obtaining enough competent teachers in the new school year, it is heartening to know that action to increase the supply of qualified teachers is being pushed by several federal agencies.

Retired Military Man Power

Recognizing that education is of strategic national concern and that teaching, as Lt. General Willard S. Paul, president of the Retired Officers Association put it, "offers one of the greatest of opportunities for service to country in time of great need," the three main branches of the military—Army, Navy, and Air Force—have accelerated their programs to encourage qualified regular and reserve officers and enlisted personnel in or approaching retirement to enter the teaching profession as a "second" career following their military service.

Secretary of the Army Wilbur M. Brucker defined the case succinctly in his June, 1958, pronouncement on *Post-Retirement Careers in Teaching*, issued to all Army personnel, active and retired, in which he says: "Education is national defense. The nation's schools are as assuredly action agents of national security as are the military service."

Citing the reports of the White House Conference on Education and of the President's Committee on Education Beyond the High School as emphasizing the existence of a "critical shortage of competent teachers in virtually all of the fundamental academic disciplines" and data compiled by the Research Division of the National Education Association which shows that "during the past year, in the fields of high school mathematics and science alone, the supply of teachers met only a third of the demand," Secretary Brucker stated: "I feel that the United States Army can and should have an active role in this matter of great national urgency."

Nature of Armed Forces Programs

Outlining the revitalized program of the Army for this purpose, Secretary Brucker described it as "designed to inform, motivate, and assist its personnel in preparing themselves as appropriate, and offering their services as teachers in the nation's schools."

He reported that the Office of The Adjutant General "will continue to cooperate closely with the Retired Officers Association, the U. S. Employment Service, national educational associations, and both state and local school jurisdictions," adding "correspondence with individual schools and colleges is welcomed."

The Department of the Navy and the Department of the Air Force also are giving increased emphasis to activities to stimulate retired and retiring personnel to teach.

The focal point for disseminating information to retired service people on the teacher shortage is in the Army the Retired Activities Unit under Major T. A. Kelly, in the Navy the Retired Activities Section headed by Lt. Commander Josephine L. Chenault, and in the Air Force the Retired Activities Branch in charge of Lt. Colonel Charlotte B. Wildbur. All are headquartered in Washington.

The information aspect of these programs entails a continuing campaign using the appropriate publicity media of each service, such as the *Retired Naval Personnel Newsletter* and the *I and E Newsletter* (Information and Education) in the case of the Navy, to point out the need for qualified teachers and some of the attractions, opportunities, and responsibilities of the teaching profession.

Besides sending up a continuing barrage of information directed at both retired and retiring personnel, counseling with potential teaching candidates before their separation from the service is an important part of the Army, Navy, and Air Force programs.

Through their education advisers each of the services is assisting active duty personnel to evaluate how their qualifications stack up with professional teaching requirements and what additional training will be necessary to fit them for teaching posts.

Under the aegis of the Education Section of the Adjutant General's office of the Army (headed by Lt. Colonel L. H. Strehlow) personnel planning retirement are being urged to take stock of themselves and decide what they want to do when their retirement time arrives. Those who decide they wish to go into teaching are encouraged to round out their educational background in preparation for this work and to make use of the educational facilities available to them while in the Army to do so.

The unit personnel officers and base education officers in the Air Force are making special efforts to discover those officers, regardless of grade, who may be interested in teaching after retirement and to provide them with special counseling on the requirements and standards for teacher certification in the states in which they express a desire to teach and on how, when, and where they may be able to secure while still on active duty in the Air Force the necessary courses to meet certification requirements. These efforts are being spearheaded by the Air Force's Education, Libraries, and Community Services Branch (headed by Dr. Sherwood Gates).

In the Navy this phase of the work is being handled by the local Information and Education Officers who periodically are sent material by the Education Unit in the Bureau of Naval Personnel to assist them in advising personnel interested in preparing to teach.

The Navy's recently revised brochure, *Your New Career*, whose object is to interest active personnel in thinking about the work they will engage in after retirement notes that "many retired navy personnel have already found interesting and satisfying jobs in the educational field."

The booklet recommends that "it would be wise to seek the guidance of a college or university counselor or the officer responsible for the administration of U. S. Armed Forces Institute courses concerning enrollment in evening or correspondence courses prior to retirement," suggesting "it may prove that your first year of retirement would be most profitably employed in taking courses to prepare you for teaching."

Supplementary Teacher Training

Actually some retired service personnel are doing just that. Various colleges and universities are conducting training courses at the graduate level to prepare retired military manpower for public school teaching, among them San Francisco State College and Duke University at Durham, N. C., which, aided by a grant from the National Science Foundation, is sponsoring for the first time this summer a sequence of mathematics courses, education courses, and practice teaching lasting for about one calendar year which will lead to a Master of Arts in teaching with a major in mathematics.

In some cases the school systems themselves, for example the Los Angeles City

School District and the San Francisco Unified School District, have arranged with local colleges and universities for streamlined courses in teacher training which will permit retired military personnel who have baccalaureate degrees with majors in fields in which there are teacher shortages but who have not yet completed the required professional training in education to take needed educational courses while teaching.

The teacher preparation program launched this summer by the University of California at Los Angeles to enable retired military people to qualify for Masters Degrees and at the same time meet the State of California's requirements for a regular general secondary or junior college teaching credential affords an example of cooperation with a local school district.

Their offering includes four semesters of part-time study, two years of full-time paid public school teaching experience, and three eight-week summer sessions of professional training at the university. Opportunities are provided to teach and earn in nearby schools after completion of one summer session.

Teaching Assets of the Military

The attributes of a good military officer are said by some government officials to be similar to a degree to the qualities which a good teacher should possess, for instance, intellectual competence, skill in handling people, patience, imagination, and ability to organize.

They point to the further advantage that although having a minimum of 20 years experience and service, most retiring military personnel are between 40 and 45 years old and not the "rocking-chair" type so often associated with retired individuals.

That some of the technical skills they have developed through training at military service schools, as instructors, and through on-the-job experience can be converted to classroom use is illustrated in the examples that follow which though stated in terms of only one service are usually applicable to all branches of the Armed Forces.

More than two years ago, when Chief of Staff of the United States Air Force, General Nathan F. Twining voiced the belief that retired officers and many retired airmen would be "particularly promising material for high school teaching assignments."

There are many who will be qualified to teach scientific subjects, he commented, explaining: "Every pilot knows — and must use — algebra and trigonometry in order to fly. So must navigators, radar officers, and bombardiers. Our many other technicians, necessary to the proper operation of the Air Force, are similarly qualified in mathematics as well as many of the other sciences."

Calling attention to "the substantial numbers" among Army personnel, retired and approaching retirement, who have essentially all of the academic preparation required for teaching, Secretary of the Army Wilbur M. Brucker said: Army men who have baccalaureate degrees and special competency in at least one core subject (science, physics, mathematics, history, language) can offer our high schools and colleges crystallized lessons of almost a

full lifetime of teaching and being taught; the seasoned understanding of young people; and a rich resource of contacts with other peoples of the world."

Nor are these the only vocational assets applicable to civilian education fields that former members of the military may possess. Lt. Commander Josephine Chenault states that on their retirement Navy electricians, metal smiths, radiomen, and other personnel who have attended Navy training schools and become experts in some trade or technical specialty have valuable practical experience to contribute as teachers in trade schools or as shop instructors in the public school system.

She reports that most of the men with these qualifications who have been accepted by a local school board take additional courses after school hours or during the summer to obtain teaching credentials.

The skills of retired military man power can also be put to use in such administrative positions as school engineer, controller, and vocational counselor and in supervising posts overseeing such activities as communications maintenance and automotive maintenance.

Contacting Military Applicants

The Retired Activities Branch at U. S. Air Force Headquarters in Washington serves as a liaison channel between educational institutions and retired Air Force personnel. School systems writing there in an effort to locate retired military personnel who may be interested in teaching are asked to indicate the abilities and experience desired as well as the qualifications necessary to obtain a teaching credential in their locality. Upon receiving such a request this Branch will be glad to screen through their records and send a brief background sketch about each person who meets their requirements and an address to reach them.

The U. S. Air Force is the only one of the Armed Services which provides this liaison assistance in contacting its personnel in addition to using the facilities of the State Employment Services affiliated with the United States Employment Service which since 1955 have been publicizing the demand for competent teachers among retired military personnel and urging those who are interested to file summaries of their qualifications at the nearest public employment office for forwarding to the states in which they would like to teach.

Employment Service Facilities

School authorities will find it helpful to utilize the machinery of the State Employment Services in recruitment planning. Their 1800 local offices have information about the availability of men and women seeking teaching posts in many categories which is obtained not only from retired military personnel but from many other sources including applications from recent college graduates and from housewives returning to the labor market.

To tap these resources, the superintendent's first point of contact is the local State Employment Service office. If none is available in his vicinity, the address of the nearest one may be obtained from the headquarters office of the State Employ-

ment Service, usually located in the State Capital.

When placing a request for teaching personnel at a local public employment office it is important for school officials to furnish not only the specifications describing the kind of teachers they want but to make clear how extensive a search for candidates they wish conducted indicating whether they would like the canvass confined to their immediate neighborhood or extended to cover the entire state or nation.

If enough qualified teachers are not obtainable locally, the school's order can be circulated through the nationwide manpower clearance system of the United States Employment Service to other areas where they may be found. Each of the 1800 local public employment offices serves as a link in a nationwide network sending its state headquarters information concerning all job orders which cannot be filled locally and for which an out-of-area search has been authorized by the employer.

These in turn are relayed to other states. Requests for teachers and other professional persons are also sent to the 83 professional placement offices the Employment Service maintains to facilitate the matching of jobs and applicants in professional fields of work. Fourteen of the State Employment Services have established separate teacher placement offices, namely, Arkansas, Colorado, Connecticut, Idaho, Indiana, Kentucky, Massachusetts, Montana, New Jersey, North Dakota, South Dakota, Utah, Washington, and Wisconsin.

College-Educated Housewives

Using a different route to developing new sources of teaching talent, the Women's Bureau of the U. S. Department of Labor is continuing to give leadership to a movement to attract and train for teaching women who hold college degrees but lack the required preparation in education.

The housewife-teacher recruitment plan, developed by Mrs. Alice K. Leopold, Assistant to the Secretary of Labor, in cooperation with the U. S. Office of Education and interested educational and citizens' groups, encompasses two basic features for local action (1) locating women college graduates and selecting those with essential personal qualifications for effective teaching and (2) eliciting the co-operation of an approved nearby educational institution in offering training programs where these newly discovered teaching candidates can as quickly as possible take the work necessary to enable them to qualify for a state teaching certificate.

School authorities interested in getting such an activity under way in their community can contact local branches of such organizations as the American Association of University Women, the Association of Junior Leagues of America, the National Congress of Parents and Teachers, and others likely to have a special interest in this problem and who might be willing to sponsor the undertaking.

The Women's Bureau of the U. S. Department of Labor, Washington 25, D. C., will be glad to assist by furnishing information on how other communities are augmenting their teacher supply by this method. ■

THE AMERICAN School Board Journal

An Independent Periodical of School Administration
William C. Bruce, Editor

CURRENT EDUCATIONAL PROGRESS

THE public attention given in the past year to criticisms of public education has caused the American people to largely overlook the progress made in elementary and secondary education and the growth of the colleges and universities. A recent report of the United States Office of Education made to the 21st International Annual Conference on Public Education, in Geneva, points out some facts significant for boards of education.

The Office in discussing the local operation of schools records the fact that more than 95 per cent of the boards of education are made up of local citizens, elected by popular vote for terms ranging from three to six years. The members usually serve without pay. Important advantages for public education have resulted from the significant in-service training which school board members have received through their state, regional, and national associations. Every state now has a state school board association and the number of board members participating in national, regional, and local meetings has been growing remarkably. "State associations are increasing their services; they are conducting workshops and providing for consultants, for visiting between school boards, for regional meetings, and for liaison with state legislatures." They are providing important printed materials to improve the effectiveness of individual members and local boards, and they are encouraging the adoption of practices which have proved successful elsewhere.

During the past school year, there has been an increase of 70,500 instructional units, which in the summer of 1957 amounted to 1,152,500 rooms. About 61,000 additional units will be needed in 1959 to accommodate the enrollment increases and to replace rooms that will be abandoned. It is a fact worth recording that newly completed school buildings have greatly improved in quality and instructional effectiveness because of the close contact of educators and architects.

The Office reports that the 1957-58 expenditures for education in public and nonpublic schools and higher institutions totaled \$20 billion, or 5.5 per cent of the 1957 total national income of \$358 billion. Although education is the responsibility of the states, in the fiscal year 1958 the Federal Government appropriated approximately \$2 billion for education. Of this sum \$225.65 million were for school construction in impacted federal areas, \$7 million for the Office of Education; \$40.88 million for vocational education, and smaller sums for libraries and higher education.

The report indicates that of the total population between 6 and 17 years of age, 96.5 per cent were enrolled in school. The grade schools enrollment was 30,670,000; the high schools, 8,424,000; the universities and colleges, 3,450,000; and other types of schools, 591,000. The total ex-

penditure per pupil averaged \$431, an increase of 7 per cent over 1955-56. Of this \$320 was spent for current operations and \$111 for capital outlay and interest. The total expenditures for buildings were \$3 billion, an all time high. Transportation cost \$356.3 million.

The organization of the schools has remained quite stable, generally a 12-year program, divided into 8 years elementary and 4 years high schools or 6 years elementary and 6 years high schools. Kindergartens have been operated in all but 7 states. The growth of enrollment in the 13th year, or first year of college has been remarkable. In the fall of 1957 3 million students attended colleges and universities; an increase of 4 per cent over 1956. The colleges and universities granted 411,000 degrees in 1957, 8.3 per cent more than in 1956. Twenty per cent of the students received scholarship aids; more than \$600 million in contributions were received by higher education from philanthropic sources.

The report makes clear that there have been no major changes in the elementary school program, but new emphasis is being placed on physical education, understanding other peoples of the world, and foreign languages. Science and mathematics are taught as separate subjects.

There have been no sweeping reforms in high school curriculums, but the program is becoming more functional, broader, and more flexible. The needs of slow and of very bright children are becoming recognized more fully, and there is a new emphasis on mathematics, science, and foreign languages. While the present report refrains from saying so, there is a new determination throughout the high schools of the land to strengthen the seriously important subjects, particularly mathematics and science.

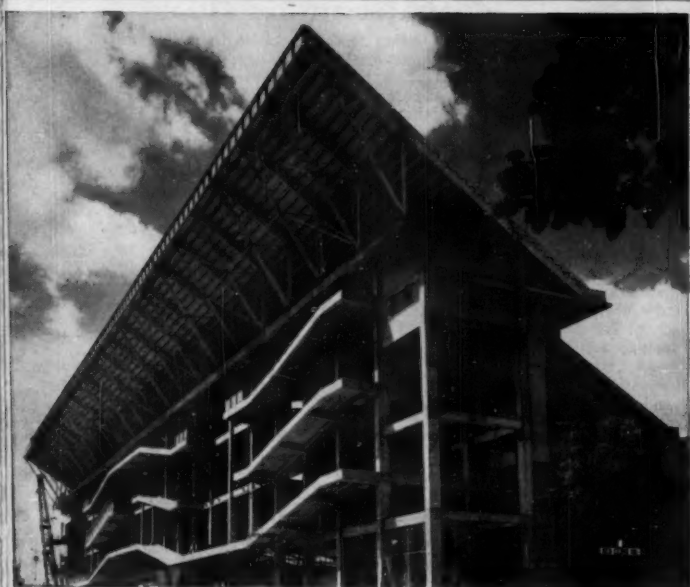
The total instructional staff of all elementary and secondary schools is 1,397,000. Of these 86 per cent of the elementary teachers, 51 per cent of the high school teachers, and 20 per cent of the university teachers were women. Average annual salaries in the grades were \$4,650 per teacher, an increase of 54 per cent over 1950. The shortage of teachers due to increases in population and higher standards of preparation have been eased, according to the report, by a remarkable combination of endeavors by citizens and professional groups, and some makeshifts in certification.

Space does not permit here a summary of the remarkable growth of the education of exceptional children, the expansion of health and medical programs, the beneficial expansion of the school lunch program at a cost of \$100 million annually, the growth of library service, the new emphasis on research, and the remarkable increase in the services of colleges in instructional education—important topics which the report touches upon.

Educational research, by public and private agencies, is becoming a constantly increasing and effective activity carried on by public and private agencies, advanced students in education, and research staffs. Statistical surveys and co-operative research programs, are among the most important activities of the U. S. Office of Education. More and more, results of research are depended upon for modifications in administration, organization, and supervision of education on all levels.

It is interesting that the report concludes on the note that there has been a healthy self-examination of education in 1957-58 which recognizes shortcomings and needs and which foretells further growth and improvement.

16,000 more seats in 42 working days! The addition of upper decks on the east and west sides of Spartan Stadium at Michigan State University, East Lansing, Michigan, gave this big stadium 16,000 more seats, bringing the total capacity to 76,000. 902 tons, including structural steel and new AmBridge Deck Sections, were erected in just 42 working days and were ready for the opening of the 1957 season.



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Designer—O. J. Munson, Associates, Architects and Engineers, Lansing, Michigan
General Contractor—Reniger Construction Company, Lansing, Michigan

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If you are planning a new stadium or thinking of extending existing facilities, we urge you to ask for a copy of our 24-page catalog. This booklet answers your questions as to the kind and size of structure, location, what activities it can accommodate, etc. Contains charts, diagrams and pictures of actual installations.



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AmBridge Standard Steel-Deck Stadiums are easily adapted to local requirements as to size and design . . . and to ground contour without extensive grading. The water-tight steel plates form a perfect roof for room facilities beneath the stadium for lockers, showers, concession booths, etc.

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THE SCHOOL SCENE

(Continued from page 13)

the preparation of students for future scientists and engineers.

Regarding other services, the majority of parents felt satisfied with counseling and guidance, the development of hobby interests, the provision of extracurricular activities, and the maintenance of the school buildings. Three of every four parents were opposed to the "year-round" school, but favored the use of educational TV in schools.

Most parents felt welcome during visits to the schools. Nearly three out of four parents favored a special time for homework in the home.

The percentage of parents who returned "factographs" was estimated as above 53 per cent.

A MODEL SUMMER SCHOOL

The Central High School Dist. No. 2, Garden City, N. Y., is conducting a model "four-phase" summer high school program, in its Sewanhaka High School, Floral Park. The summer school is intended to meet the needs of four types of students:

1. Able or "gifted" students who desire to enrich their knowledge by pursuing a subject on a higher scholastic level.
2. Students who wish to accelerate their studies by taking additional subjects which they cannot fit into their regular schedules.
3. Young adults not now attending the regular day school who want to continue their high school education and use the summer courses for supplementing their evening school program.
4. Students with low or failing marks who want to raise their marks to remedy their failures.

Enrollment was about 1200 students and a carefully selected staff was organized.

Students of the seventh grades or above in public, private, or parochial school are eligible for attendance. The courses include art, business, clerical, English, foreign languages, health, industrial arts, mathematics, music, science, social studies, and driver training. Some interesting subjects available are space science, graphics, seminar in English and American literature, business English, French,

German and Spanish literature, modern math insights, and courses in physics, chemistry, biology, history, and government.

PUBLIC RELATIONS WORKSHOP

The 770 members of the instructional staff of the Duluth, Minn., schools recently held a practical school public relations workshop, Mrs. Mary McDonald, district public relations director, reported. The workshop was sponsored by the Duluth teachers' association and the Duluth principals' and supervisors' association.

The areas of discussion comprised: (1) the teacher and the profession, (2) the pupil (3) the parent, (4) the community, and (5) the press. Each area included seven divisions. Teachers were leaders of the first three sections; top public relations men from business and industry led the fourth section; and the executive director of the local daily paper directed the discussion in the fifth section.

SCHOOL STAFF

MASSACHUSETTS UPS SALARIES

A mandatory \$700 increase in the minimum salary of teachers has been approved by the Massachusetts House. The measure will increase the minimum salary from \$3,300 to \$4,000 annually.

TUCSON SCHEDULE

In a typical salary schedule for 1958-59, the Tucson, Ariz., school board awarded a 3 per cent increase to salaries of certificated personnel employed during the 1957-58 school year based on a bachelor's degree. Added to this is an increment of \$250, plus \$100 for 30 graduate hours or \$200 for a master's degree.

The Tucson schedule divides teachers into three groups according to professional training: bachelor's, \$4,244 minimum and \$7,068 maximum; bachelor's and 30 graduate hours, \$4,344 and \$7,186; master's, \$4,444 and \$7,486. After 25 years of service an extra \$100 will be added to the individual's salary.

Experienced teachers coming into the Tucson

(Concluded on page 58)



—Tonawanda Evening News

NORTH TONAWANDA BOARD REVIEWS THE CURRICULUM

As part of a report to the board of education of the North Tonawanda, N. Y., schools, board members view the Spitz Portable Planetarium which is used in the elementary science program of the district. The report, one of a series presented by the department of instructional services to inform the board about curriculum, occupies the first hour of each meeting. Shown inspecting the planetarium are, from left to right; John Brauer; Ronald Ives, co-ordinator of elementary education; Robert Renza, Mrs. Donald Graf; and James Ferguson, board president.



give them that priceless hour of **PROTECTION!**

When A Fire Starts It Spreads Unless . . .

walls, ceilings and other partitions are constructed of proven fireproof materials. Many schools ravaged by fire might have been saved if the flames had been contained only a few minutes longer! Underwriters Laboratories tests fully demonstrated that standard walls and ceilings of metal lath and gypsum plaster (both non-combustible) will restrain fire of up to 1800 degree intensity for a minimum of one full hour. Those sixty minutes could mean the difference between life and death for the children in your classrooms.

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Actual tests under U. S. Government supervision proved that thin, two-inch solid metal lath and gypsum plaster partitions will remain intact as barriers to even the most severe blaze for upwards of four hours.

Conscientious school officials know all too well that within one year from the moment you read this twenty or more children will burn to death and thousands more will have been injured by school fires in the U.S. That's why informed school board members and administrators give our children the security they deserve by specifying genuine lath and plaster interiors on all new buildings.

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"CHILDREN AREN'T FIREPROOF"

KNOCK ON THE WALL

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Southern California Plastering Institute

315 WEST NINTH STREET

LOS. ANGELES 15

THE SCHOOL SCENE

(Concluded from page 56)

schools will be given credit of \$100 per year on the salary schedule up to a maximum of seven years. A teacher with a bachelor's degree and seven years of acceptable experience will begin in the Tucson system at \$4,944 and advance on the schedule at \$250 a year until the maximum is reached.

INTERNAL SCHEDULE ADJUSTMENTS

In Los Angeles, Calif., the new school budget of \$208,239,968 for 1958-59 calls for no teacher salary schedule change in the minimum and maximum rates of \$4,500 and \$8,250, but rather "internal adjustments" in the present schedule. These include rate increases to give more experienced teachers much needed increases ranging from \$2 to \$32 per month. Teachers holding a doctor or a master degree

will be recognized with a differential allowance at any place in the schedule. A change in the schedule eliminates one column, making it possible for a teacher to reach the maximum in 13 years instead of 14.

EMPLOYEE MEMBERSHIP

The San Bernardino, Calif., board of education has adopted the following written policies regarding membership of school district employees in "legitimate organizations" of the employees' choice:

"1. All employees of the Boards of Education shall have complete freedom of choice of membership in any legitimate organization without prejudice.

"2. Coercion by any member of these Boards of Education or any employee of the Boards to join or refrain from joining a legitimate organization of their choice is prohibited.

"3. Membership of any employee in any

legitimate organization shall be complete and unrestricted.

"4. All rights and privileges extended to employee organizations will be the same for like organizations."

SCHOOL BUILDING AND OPERATION

LEVITT DONATES SCHOOLS

William J. Levitt, one of the nation's "master" homebuilders, has plunged into the construction of a new and different Levitt-town in N. J., a project he calls the most important job ever tackled.

The key feature of Levittown will be its schools—the builder is constructing them right along with the homes and hands them over to the community, free of charge, and with no bonded indebtedness hanging over them.

Levittown will be a group of ten communities, called residential parks. Each will be built around its own school, swimming pool, and recreation area. The first, Somerset Park, will be ready for use in October.

The 20-room school will be ready for elementary pupils when the first houses are ready for occupancy in the fall. The school features an air-conditioned auditorium that will be put to year-round use for a community meeting place. Classrooms are grouped not along a corridor, but around special use areas and a series of interior courts open to the sky. The Somerset School, prototype for others to follow, is one-story, of steel construction, with a brick and glass exterior and marble chip panels. It was designed in consultation with officials of The Fund for the Advancement of Education.

NEW PAYMENT POLICIES

In recent years Memphis, Tenn., has had the policy of the board of education to make payment of partial deliveries on items purchased for use by a purchase order.

During the past few years, the volume of purchases and the number of delivery points have been increased tremendously. As a result, it had become a physical impossibility to continue to make partial payments on partial deliveries of an order.

Since June 1, 1958 a new policy on deliveries has been in effect. It is now required that delivery be completed on all items purchased on purchase orders before the invoice may be rendered and payment made. The number of the purchase order must be shown on vendor invoices. Purchase orders dated prior to June 1, are to be processed and paid in the usual manner.

RADAR TO HALT VANDALISM

In Seattle, Wash., the school board has purchased a "radar-eye" burglar alarm system to protect the school buildings from vandalism. One of the devices has already been installed with a connection to the police station. Others will be used in the near future to cut sharply the cost of destruction to the schools.

SCHOOLS AS TORNADO SHELTERS

In Ponca City, Okla., the school board has worked with the Ponca Safety Council and Civil Defense representatives in the establishment of school buildings for tornado shelters. The school principals and their custodial staffs, under the leadership of J. W. Payne, superintendent, have set up a program to make the school buildings accessible to the public in case of a tornado alert. The areas available include hallways, spaces beneath the gymnasium floors, lunchrooms, etc.

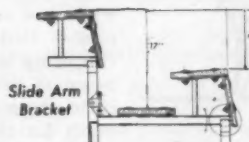
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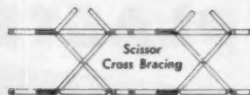
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Provides a drift-proof bleacher — no steel in contact with steel during the opening and closing operations, eliminating the use of springs, tie rods and interdependent parts . . . no retractable wheels. Original with us.



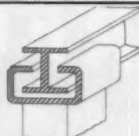
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Original members are made of "I" beam structural steel and easily float above vertical support members — an engineering feature that utilizes the natural flex to steel in lieu of springs, linkage, other retractable or moving parts . . . assures you almost perpetual maintenance-free bleacher.



1st 24 ROW INSTALLATION

The world's largest installation at Vancouver, Washington, illustrated here, shows the massive setup that safely provides spectators seating — when folded, permits use of floor for other activities.



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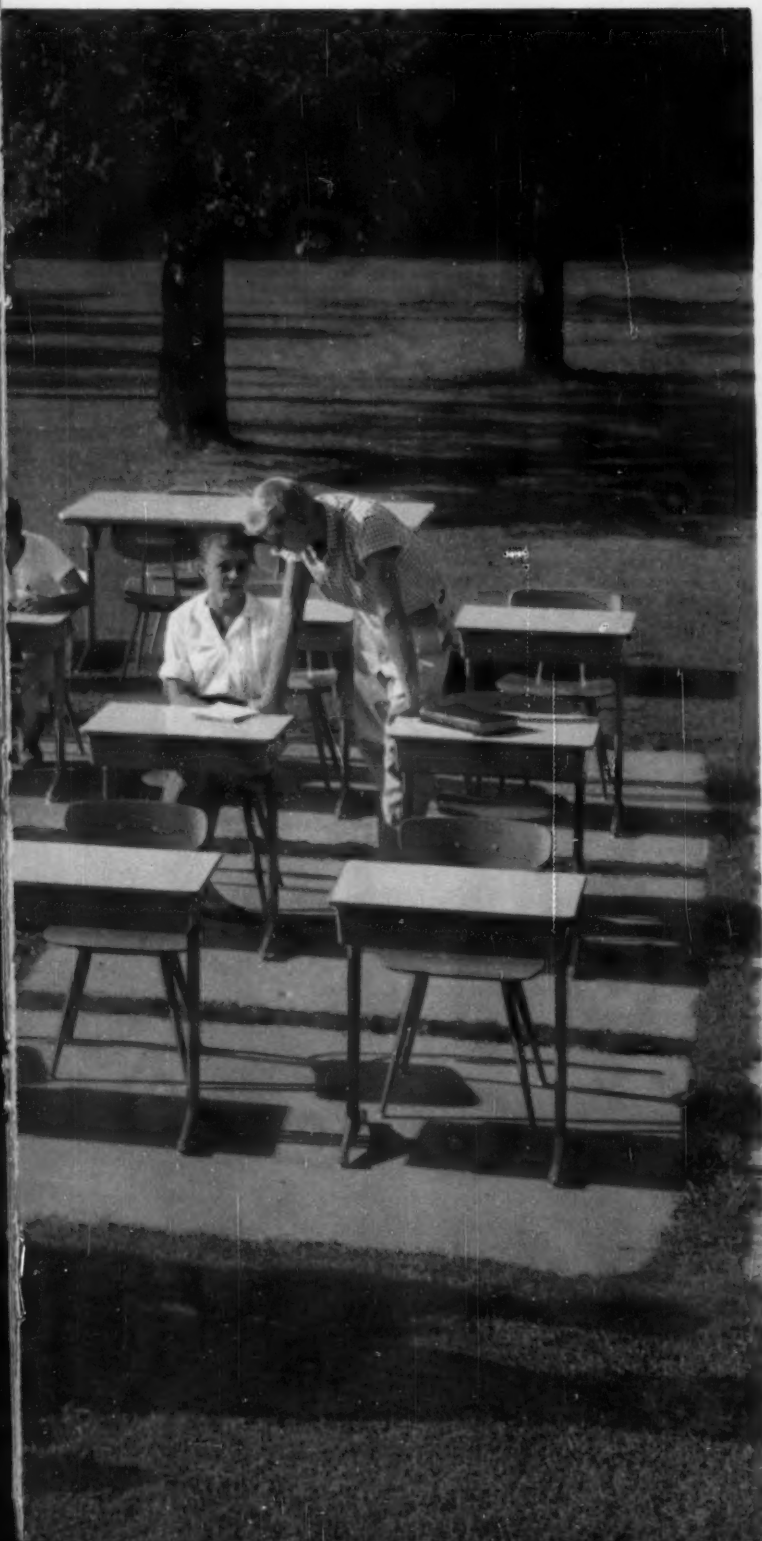


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Seating furniture every time!



We put this classroom outdoors to remind you how important good seating is to the students and teachers who have to use it every day.

Outdoors or indoors, however, if it's an American Seating product, two points stand out: (1) You get the greatest value per dollar invested. (2) Students and teachers alike enjoy more benefits. Because . . .

American Seating furniture has more postural advantages and more structural features than any other school furniture. And past experience proves that it lasts longer. Consequently, American Seating furniture is the most economical furniture you can buy.

No wonder American Seating furniture outsells every other make of school furniture.

No wonder those who buy American Seating furniture for their schools take particular pride in their purchases.

Have *you* seen a demonstration of American Seating fine school furniture lately? If not, let an American Seating representative give you a private showing in your own office, at your convenience. Also, let him tell you about our greatly expanded facilities, which enable us to give you the finest service ever. American Seating Company, Grand Rapids 2, Michigan.

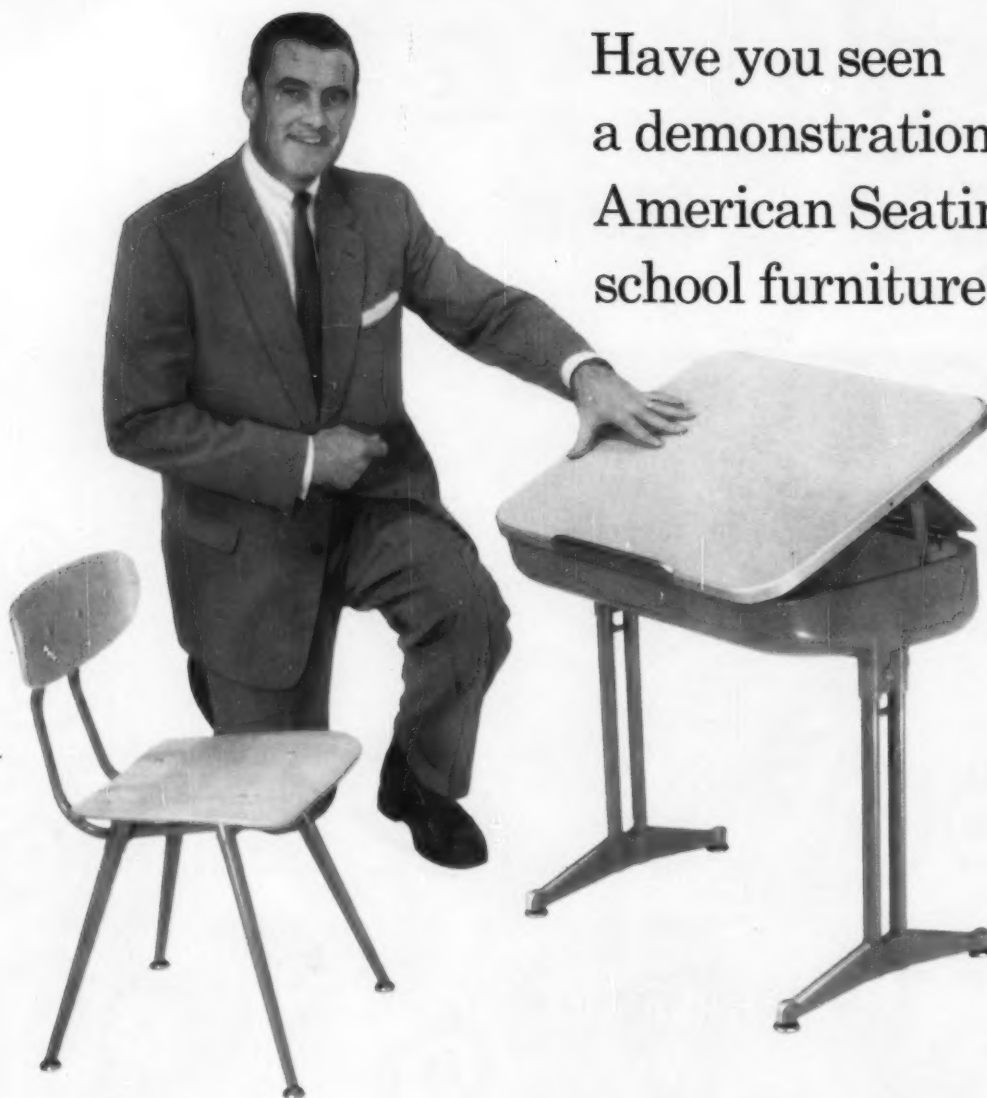
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Speaking of beauty—American Seating Classmate Unit Tables and Chairs, new American Seating Teacher's Desk and Chair, have it. And color, too. The colors are our own research-selected Diploma Blue and Classday Coral.



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You'll see, for example, the advantages of using furniture like this adaptable No. 538 CLASSMATE Unit Table. Its exclusive three-position American Seating AMEREX® metal-and-plastic top adjusts to 10°, 20°, or level . . . provides greater visual and postural comfort for reading, writing, drawing, or manipulative

tasks. Also has our exclusive self-leveling silicone-floating glides which automatically adjust to uneven floors. Plus many other features which improve student performance.

Point is, you'll find out first-hand the many reasons why American Seating furniture is the most versatile and *economical* you can buy. Your request is all it takes—make it now.

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 STADIUM SEATS • CHAPEL FURNITURE • FOLDING CHAIRS AND TABLES



HELP THE GIFTED

(Concluded from page 27)

1. An individual mental test intelligence quotient of at least 130 (upper 3 per cent of children tested).

2. All-round achievement test results at least two grades above the child's present grade placement.

3. Adequate social, emotional, and physical development so as to be able to make a satisfactory adjustment in the new grade.

Limited Acceleration

Acceleration should be recommended upon the concurrence of all concerned (principal, teacher, parents, psychologist). Not more than one grade shall be skipped during the child's school career; it is felt that the optimal age at graduation from high school should be approximately 17 years. An endeavor is made to assign the accelerated child to a strong, experienced teacher interested in helping the child adjust to the new grade and able to instruct him in the areas he may have missed by skipping a grade.

As a policy, acceleration in East Meadow is considered on a limited basis only. Preference is given those gifted children who will be 18 years of age and older at the time of graduation from high school. The bulk of acceleration takes place early in grades one and two and in grade four because, generally, these are the grades where the curriculum material is most readily mastered by mentally advanced children.

Concentrated Enrichment

As acceleration is viewed as only a partial answer, East Meadow has concentrated on providing the gifted with enrichment in both breadth and depth of the curriculum offered. This is especially true where the gifted remain in the regular classroom.

In addition to supplementary reading and research materials, projects, trips,

etc., a number of the schools have tapped the special skills of their faculty members. Thus, modern languages have been taught to fifth and sixth graders. For the mathematically inclined, specially enriched arithmetic workbooks are being used.

In the High School

As the student approaches the secondary school level (from grades nine to twelve), a natural selection almost invariably begins, as the able students follow the academic course sequence.

In English and Citizenship, as one example, the superior student is as-

signed to the section where the work moves at a faster rate and a more deeply interpretive approach can occur. Here creative talents in writing, speaking, acting, etc., are tapped. Every effort is directed toward instilling good study habits, habits of critical thought, and reflective thinking. Where possible, courses are integrated such as in American History and American Literature where materials can supplement one another. In grades eleven and twelve the superior student is permitted to complete two years of his credit in one and a half so that he has an extra semester in which to take an elective.

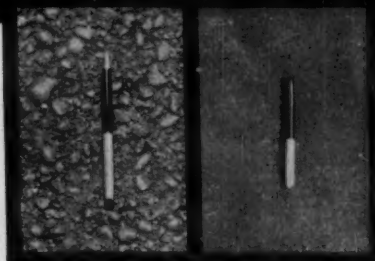
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Now proved on millions of square feet of play areas from coast to coast, Walk-Top is unequalled for safety, performance, appearance, and overall economy. Ahead of new playground construction or resurfacing of existing pavements, call our nearest office for complete information.

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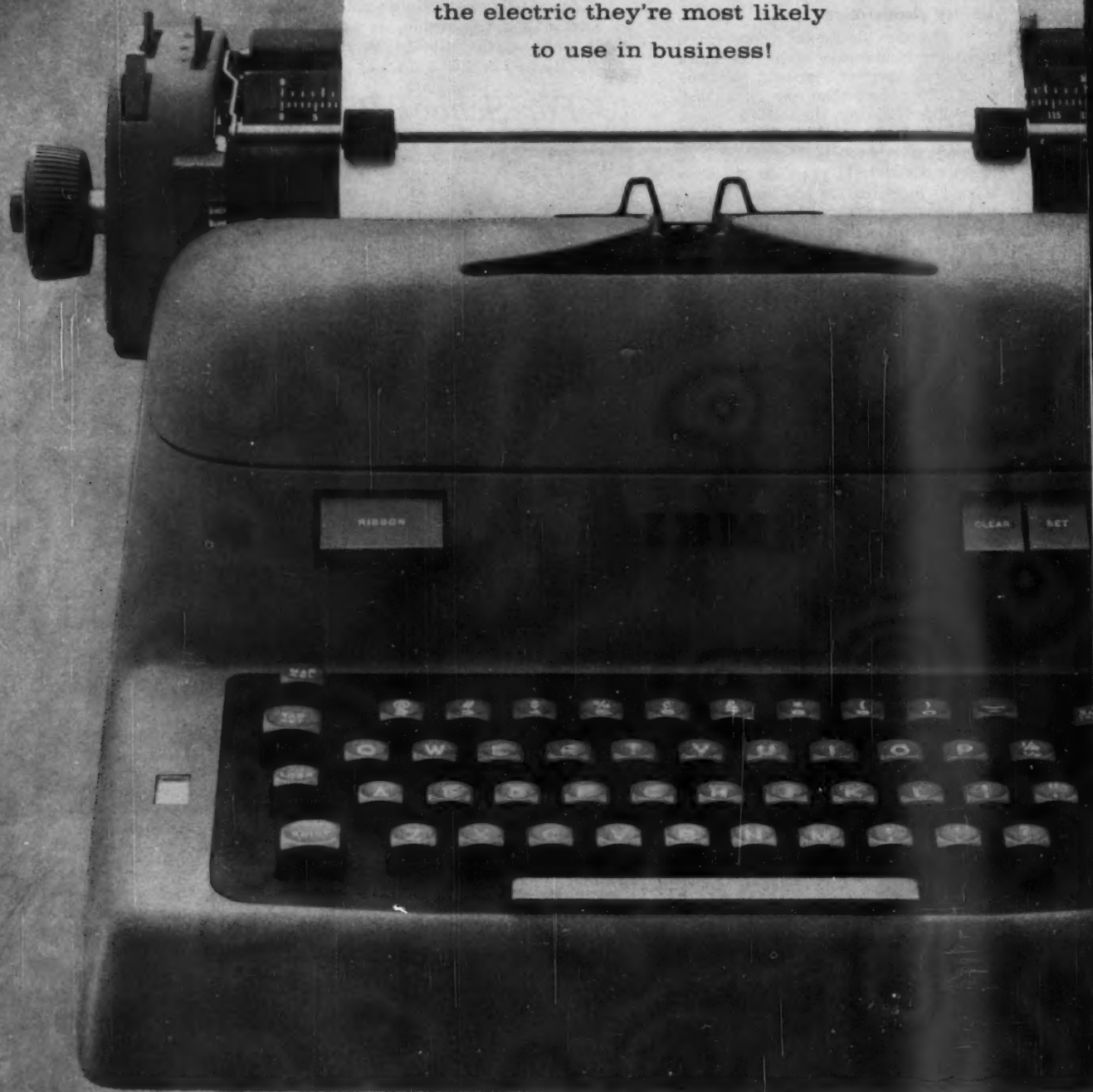
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ARCHITECT'S FEE

(Concluded from page 51)

Differentiating Fees

There appear to be distinctions among types of school buildings which could serve as the basis for differentiating fees. The first of these is the distinction between classes of buildings such as elementary and junior high, junior high and senior high, primary and elementary. Secondary school buildings are more complex to design, contain more special rooms and facilities, require greater attention to co-ordination of mechanical, electrical, and architectural plans, and require much more extensive engineering services than elementary schools. All these things represent expense to architects and should serve to differentiate the fees for planning high schools from elementary schools.

Another basis for differentiation is the size and type of the school. An elementary school of 12 classrooms requires essentially the same service facilities and special rooms as an elementary school of 18 classrooms. The addition of more results in duplication of plans and does not ordinarily increase the architectural cost in comparison to the increased cost of the contract. Thus the architect's fee which increases in direct relationship to the increased cost of the building, would increase disproportionately to the added work required.

A third basis for differentiating fees would be the kind of services performed by the architect and by the school district. In the survey made of large city school districts, the pattern of services performed by the district and the architect were similar for the majority of cities. Where services were different, however, it was not reflected in consistent differences in the architects' fees. For example, districts providing standardized layouts for classrooms and special areas and providing one or more of the engineering services normally required did not, as a rule, have lower architects' fees than districts not providing these services. Exceptions to this statement were Cincinnati and Milwaukee, which deduct one and a half per cent from the standard six per cent fee for district inspection and supervision, and Tulsa, which deducts one per cent for certain services including a manual of specifications prepared by the district and a district-employed co-ordinating architect.

Needed: A Co-operative Study

These and other possibilities for differentiating fees to make profits more nearly the same on all kinds of school buildings should be the object of co-operative study on the part of architects and educators. It is senseless to continue practices which experience indicates are contributing to inequities and creating dissatisfactions among architects.

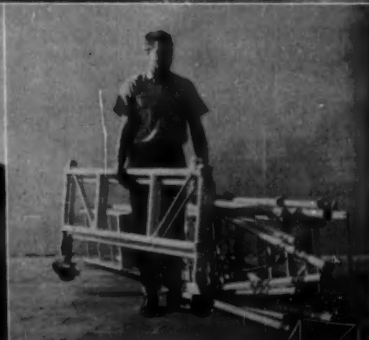
The spirit of fine service evident in the work of school architects throughout the nation and the incentive to continue to improve the design and quality of school buildings should be preserved, and a critical review of fee practices on the part of both the architects and school boards is necessary if creative planning is to continue. ■

UP-RIGHT ANNOUNCES A NEW WORK PLATFORM

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...telescoping aluminum structure for overhead spot maintenance

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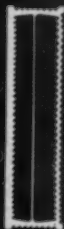
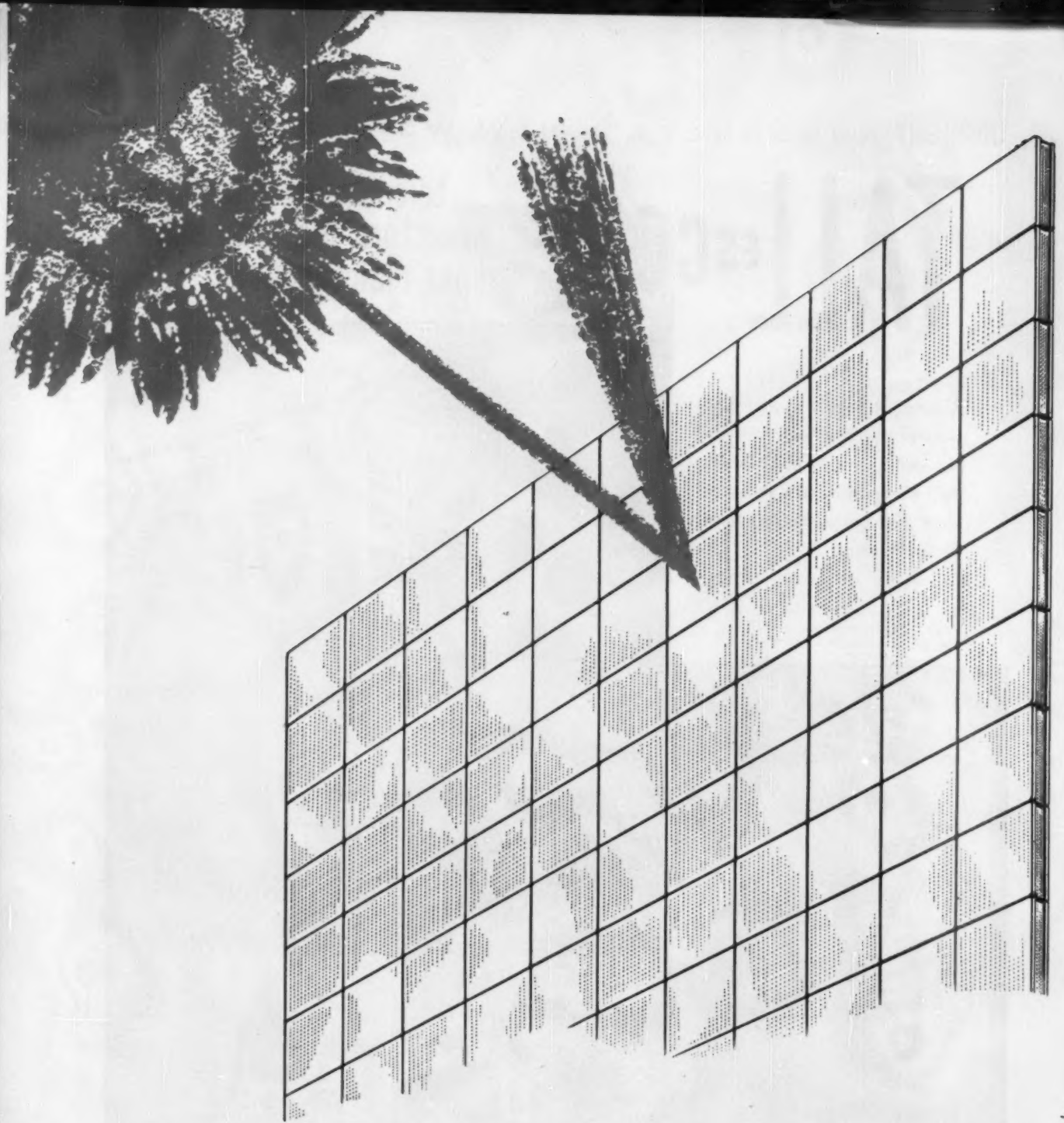
Bridges over auditorium seats.

Separates easily into 3 components for convenient storage or transportation.

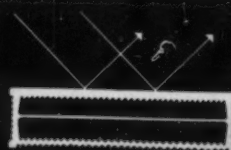
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PRISMS REFLECT SUMMER SUN,
yet readily transmit cool ground-
reflected light, weak Winter sun.



OWENS-ILLINOIS TOPLITE ROOF PANELS, incorporating
the same solar heat control benefits, are available for
horizontal use to transmit cool daylight through the roof.

NEW . . . at last, a glass that reflects the hot sun

This is new Owens-Illinois 80-F Glass Block.

Its specially designed prisms reflect hot sunlight, transmit cool light rays. 80-F is the new way to keep classroom temperatures at comfortable levels . . . to assure maximum student attentiveness, minimum teacher fatigue.



Planning to build a new school? Remodel an old one? Before you start, be sure to investigate the unique benefits offered by Owens-Illinois 80-F Glass Block. For full information, write Kimble Glass Company, subsidiary of Owens-Illinois, Dept. AS-9, Toledo 1, Ohio.

GLASS BLOCK AND TOPLITE PANELS
TWO ① PRODUCTS

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GENERAL OFFICES • TOLEDO 1, OHIO

Halsey Taylor ..the most modern line of drinking-water equipment you can buy



No. 5651—Ultra-modern recessed type; Vitreous China; self-closing stop, push-button glass filter. Two-stream projector, automatic stream control.



No. 5623—Streamlined face-mounted drinking fountain, heavy vitreous china, integral trap housing, concealed wall hanger. Two-stream mound-building projector and Halsey Taylor automatic stream control.



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Monroe TS (transport-storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

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Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

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Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames. Swivel pedestals, casters or glides.

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far greater strength and SAFETY!

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WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC, PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

NSBA REPORT

(Concluded from page 20)

The Illinois association is contemplating a revision in its dues schedule, which it is hoped will make it possible to divide the state into smaller regions, add staff members, and thereby provide greater service to the school boards of Illinois.

On Friday evening the delegates heard Bruce E. Wheeler, Lincoln scholar and former assistant superintendent of the Springfield schools, speak on "The Land of Lincoln." On Saturday afternoon, following the meeting's adjournment at noon, most of the delegates toured Lincoln's Home, Tomb, and the New Salem State Park.

A Quality Conference

The high level of attainment of this conference is typical of others being held by state and regional groups and the NSBA. There are signs of maturity and competence evidenced at these meetings which an observer would not have noticed a few years ago. The time when school boards gather to talk only about the minutiae of association problems and "bonds, building, and buses" is a thing of the past. Today, the observer at a meeting such as the recent one at Springfield, soon realizes that school boards today are endeavoring to learn about the problems attendant to the instructional program and how they can make it possible for teachers and school administrators to do a more efficient job. This change augurs well for the public schools of the nation.

ASSOCIATION NEWS

COMING CONVENTIONS

September 12-13. Connecticut Association of Boards of Education, Hartford, Conn., Statler-Hilton Hotel. Secretary: Mrs. Anita Vogel, 1140 Laurel Avenue, Bridgeport, Conn.

September 23-26. National Council on School-house Construction, Benjamin Franklin Hotel, Seattle, Wash. Secretary: W. D. McClurkin, George Peabody College, Nashville 5, Tenn. Attendance: 1000.

October 2-4. Michigan Association of School Boards, Kellogg Center, East Lansing, Mich. Secretary: S. H. Sixma, Kellogg Center, East Lansing, Mich. Attendance: 600. Exhibits.

October 6-8. New England Association of School Superintendents, New Ocean House, Swampscott, Mass. Secretary: Lawrence G. McGinn, 40 Franklin Street, Lynn, Mass. Attendance: 1000. Exhibits.

October 15-18. California School Boards Association, Inc., El Cortez Hotel, San Diego, Calif. Secretary: Dr. Lawrence B. White, P.O. Box 891, Long Beach, Calif. Attendance: 1000.

October 24-25. Georgia School Boards Association, Athens, Ga., Center for Continuing Education. Secretary: W. J. Andrews, Box 346, Toccoa, Ga. Attendance: 250.

October 26-28. New York State School Boards Association, Inc., Syracuse, N. Y., Onondaga County War Memorial Auditorium. Secretary: Everett R. Dyer, 5 Pinewood Ave., East Greenbush, N. Y. Attendance: 3400. Exhibits.

October 30-November 1. Pennsylvania State School Directors' Association, Harrisburg, Pa., Penn Harris Hotel. Secretary: P. O. Van Ness, 222 Locust Street, Harrisburg, Pa. Attendance: 1800. Exhibits.



Airplane Table



No. 11 Chair

GOOD STUDY HABITS!

They take such pride in their work when assigned an "office" like this one by American Desk. It's the popular "Jr. Executive" One-12 that gives maximum working area with minimum space requirements. The handsomely finished, sturdily constructed One-12 may be easily grouped in a variety of ways to accommodate changing class needs. Shown with Fibre-plastic top, size 18" x 30". Available with solid maple or birch top.

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No. 500T Table

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TEMPLE, TEXAS

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No. 400 Table



No. 500 Table

The Crusader Series...the only line of die-stamped chair desks in America in graduated heights—12" thru 17". Perfect non-tip balance...generous storage space...large 16" x 22" work area... *plus* built-in sturdiness of 14-gauge die-formed steel frame, 22-gauge steel panels. One of the most popular...and *manageable* classroom units in America!

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No. 303 Tablet Arm Chair

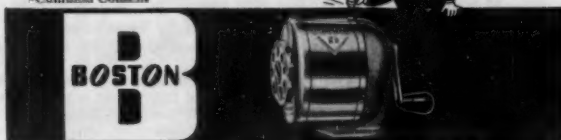


No. 33A Chair

<p><i>american</i> <i>desk</i> MANUFACTURING CO. <small>TEMPLE, TEXAS</small></p>	
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PERFORMANCE—unequaled
IMPROVEMENTS—positive mechanical lock on 8-size pencil guide
CLEANLINESS—no fall-out, nickel-plated receptacle stays put
STRENGTH—rugged "bridge-like" frame, steel rack
EFFICIENT—25% more cutting edges, consistently produce clean, sharp points without waste



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for drawing rooms and heavy duty

- 3 points—outside adjustment
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Free comprehensive report on sharpeners in schools, Booklet B.

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IN ALL FIELDS OF MASS-FEEDING



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Sanitary Vacuum Insulation -
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To-day's "Modern" trend toward centralization of food preparation is a milestone toward Economy, Better Quality and Higher Sanitary Standards.

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PERSONAL NEWS

Alabama

Theo Wright is the new superintendent at Birmingham.

CALIFORNIA

Dwight E. Twist is the new superintendent at Palm Springs.

Carl H. Wennerberg, of Whittier, has been elected superintendent at Berkeley.

Scott T. MacDonald has been elected president of the Glendale board.

The San Francisco school board has presented to Supt. Harold Spears a new four-year contract, at an annual salary of \$29,000. Dr. Spears is now completing the third year of a previous four-year contract.

Colorado

John H. Watson is the new superintendent in Rocky Ford.

District of Columbia

Walter N. Tabriner has been re-elected president of the Washington board.

Illinois

Lee G. Osborn, of East St. Louis, has accepted a new position in Lemay, Mo.

Two new members and one newly reappointed were recently seated on the Chicago board of education. The new members are Thomas J. Murray, and Mrs. Lorraine Green. Thomas L. Marshall was reappointed for another term.

Indiana

Donald Simon has been elected superintendent at Marion.

Herman H. Spencer is the new superintendent in Veedersburg.

Clarence E. Robbins, superintendent at Vincennes since 1955, has been elected superintendent of the schools at Columbus. He succeeds Luther A. Lockwood, who is retiring after serving as superintendent for 13 years, and in the field of education for 41 years in Indiana.

Iowa

Mel Kupferschmid has been elected in West Central.

Fred Ashley is the new superintendent in Emerson.

Howard Andre has accepted the superintendency in Selma.

Michigan

Robert J. Davis is the new superintendent at Elkton.

Dr. Remus G. Robinson, the Detroit board of education's first Negro member, has been elected president for 1958-59. In taking office Dr. Robinson urged closer teamwork between the board, the administrative officials, the teaching staff, and the parents.

New York

William R. Nowak, a member of the Dunkirk board of education for more than 18 years, has been elected president. Mrs. Robert R. Dew has been chosen vice-president, and Leon A. Damian, secretary.

Mrs. Florence Brown has been chosen president of the school board of Oswego. She succeeds Norman M. Gover.

Ohio

William M. Root has been elected at Upper Sandusky.

Dr. Harold J. Bower has been appointed assistant superintendent in charge of instruction in the Ohio Education Department.

Oklahoma

John G. Staudt has been elected president of the Tulsa board.

Pennsylvania

Andrew C. Ottaviano is the new superintendent in Bridgeport.

Lawrence Griffin succeeds Earle O. Liggitt as superintendent in Munhall.

Charles E. Boyer has been elected administrative assistant to the superintendent at Johnstown.

Texas

Herman Parsons is the new superintendent in Westbrook.



Dr. John W. McFarland, former superintendent of schools in Amarillo, is the new chief executive in Houston at a beginning salary of \$25,000. Replacing him in the Amarillo public schools is Robert A. Ashworth of Corsicana.

Virginia

Walter L. Hodnett has been appointed superintendent of Alleghany county schools.

Roy E. Reid is the new superintendent at Arlington, succeeding T. Edward Rutter.

Wisconsin

Dr. G. A. Parkinson has been appointed director of the Milwaukee Vocational School, to succeed William F. Rasche who has retired.

Lloyd Larson has been elected president of the Milwaukee board.

NEW BOOKS

Enrollment, Teachers, and Schoolhousing

By Samuel Schloss and Carol Joy Hobson. Paper, 13 pp., 15 cents. Bulletin 513, 1958 of the U. S. Office of Education. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

A report of the results of the fourth annual fall survey of the elementary and secondary schools. The report shows that the school-age population (ages 5 to 17 years), grew at over twice the rate of the total population. The estimated number of school-age children was 40.6 million on October 1, 1957, which represented an increase of 1.5 million, or 3.8 per cent over the number a year previous. During

the same period, the total population increased 1.8 per cent, from 169 million to 172 million.

In a study of enrollment, it was reported that full-time elementary and secondary day schools enrolled 32,834,000 pupils in the fall of 1957—22,780,000 in elementary schools, and 10,054,000 in secondary schools. The total increase was 1.3 million, or 4 per cent.

The number of classroom teachers in the same period reached 1,254,000—784,000 in elementary schools, and 470,000 in secondary schools, a gain of 61,000, or 5.1 per cent over the fall of 1956.

The number of pupils in excess of normal capacity in elementary and secondary schools was 1,943,000, which represents a 15.3 per cent decrease from the 2,295,000 pupils reported in the fall of 1956. Of the total 1,943,000 reported in excess of the capacity, 1,333,000, or 68.6 per cent were in elementary schools, and 610,000 or 31.4 per cent in secondary schools.

cent of beginning teachers in this period had emergency or substandard certificates; 14 per cent did not have a bachelor degree. Half of the beginning teachers did not expect to be teaching five years later. Only 28 per cent of the men, and 14 per cent of the women, said they intended to teach continuously until retirement.

Preparation of Teachers for Secondary Schools

Paper, 32 pp., National Council of Independent Schools, Boston 9, Mass.

This report of the Committee on Teacher Training of the National Council of Independent Schools, argues that teacher education is the joint responsibility of liberal arts faculties and educators and the job of teacher training belongs to the community of educated people, the universities as a whole, and not merely the departments of education. The report takes up details of training, particularly on the graduate level.

Guidelines on Policy Development in Sciences

By G. R. Gottschalk. Paper, 6 pp. Board of Education, Syracuse, N. Y.

The nation stands today in vital need of able students from our school systems. World affairs will be projected upon the effectiveness with which the schools develop mental resources and foster the development of educational programs. This is a report on a proposal to effect improvements and changes in the educational curriculum, with emphasis on science, mathematics, and technical-industrial education. The program calls for the recruitment, training, and retaining of teachers well qualified for teaching in mathematics, languages, and sciences.

Improving Science Program in Illinois Schools

Edited by W. O. Stanley, H. S. Broudy, and R. Will Burnett. Paper, 87 pp. University of Illinois, Urbana.

This report of a science-education conference, at the University of Illinois, contains sharp criticisms of the present science instruction in elementary and secondary schools; inclusive recommendations are made for the improvement of curricular and teaching staffs. Local school authorities may winnow many practical ideas which have possible application to improve their programs.

School Finance and School Business Management

By Clayton D. Hutchins, Albert R. Munse, and Edna D. Booher. Paper, 78 pp., 60 cents. Bulletin No. 29, 1958 of the U. S. Office of Education. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This study identifies 94 different responsibilities and services which under the school laws the state departments of education and other official state bodies render to local school systems. The study reflects the increasing complexity of the state activities in the financing of the schools and in the direction and guidance given in business transactions.

Guide for Evaluating Science Facilities

Paper, 16 pp. Scientific Apparatus Makers Association, 20 North Wacker Drive, Chicago 6, Ill.

This brochure for school administrators, school board members, and other persons, provides information on the educational facilities sufficient for the demands of the times. Based on a philosophy of modern science education, it emphasizes mechanical and statistical data pertaining to the planning and construction of science classrooms and laboratory facilities. Such topics as kind of science rooms, floor space, planning, costs based on school size, and a check list of facilities are included.

Also Received

Foundations: Their Power and Influence

By Renee A. Wormser. Cloth, 412 pp., \$7.50. Devon-Adair Co., New York 10, N. Y.

This book is a serious indictment of the power wielded by the great tax-free foundations, who work in the fields of social science, education, politics, labor, and international affairs. While this reader disagrees with the author on many points, it is impossible to escape the conclusion that there is an inherent danger to our institutions and way of life in these organizations, which wield enormous influence, but which deny in effect that they have a public trust in the sense that the public is their ultimate beneficiary.

The Beginning Teacher

Compiled by Ward S. Mason, Robert J. Dressel, and Robert K. Bain. Bulletin 510, 1958 of the U. S. Office of Education. Paper, 56 pp., 40 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The report shows that for the nation as a whole, the median salary of teachers beginning their career in 1956-57 was \$3,600. Regionally, the highest median salary was in the Far West, \$4,000; the lowest in the Upper South, \$2,750. In terms of the school district size, the median salary was low in school districts having fewer than 50 pupils—\$2,475. Twenty per

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For full information on the POP A LOT and supplies to use (popcorn, "Tastee Pop" oil bars, megaphones, etc.)

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Here's why teachers call ROYAL THE PERFECT ELECTRIC FOR SCHOOLS



The Royal Electric keyboard is so easy to master that even beginners learn correct stroking fast. And because of an exclusive Touch Control®, students find the transition from manual to electric surprisingly simple.



New Twin-Pak, the instant-changing ribbon that hands never touch, that never needs winding, is typical of the exclusive and practical convenience features Royal offers. And there are many other such features.



Take a close look at the positioning of the Royal Electric controls, the angling of the keyboard. Every feature was scientifically designed and placed for maximum convenience and greatest efficiency.

Today—more and more of your graduating students will encounter the modern Royal Electric on their very first jobs.

It's another important reason you should make sure your students receive this valuable training.

For a free demonstration and trial right in your own classroom, call your Royal Representative.

ROYAL® electric

—There are more Royal Typewriters in office use than any other make.

Product of Royal McBee Corporation,
world's largest manufacturer of typewriters.

News of Products for the Schools

VERSATILE STEEL CHALKBOARDS

Steel chalkboards mounted on roller panels can be used as sliding closet doors, room partitions, or even bulletin boards with the use of small magnets. Developed by United States Steel Corp., Pittsburgh 30, Pa., and Enamel Products Co., Cleveland, Ohio, the "black-



Sliding Chalkboards

boards" were designed for the new Air Force Academy at Colorado Springs. The boards have a one-inch plywood core backed with galvanized sheet steel and a glass frit overspray that has been fused together at high temperatures. According to the makers, they are guaranteed for the life of the building. The new boards can be used to replace worn-out chalkboards by simply gluing them in place with a special adhesive. Teachers and students will be delighted to know that chalk neither chatters nor squeaks on the new boards.

(For Further Details Circle Index Code 0136)

PORTABLE SCIENCE LAB

Science Kit Lab is a complete science unit ready for classroom use. Made by Science Kit, Inc., Tonawanda, N. Y., it has a durable



Utility Laboratory

maple cabinet and laminated top treated with a green coating that resists chemical stains. Inset in the tabletop is a removable stainless steel sink. There are abundant drawers and

shelf space for storage of the removable lab table supports and other laboratory apparatus. The unit is 54 in. long, 30 in. wide, and 34 in. high. It features a sturdy handle bar, cork and pegboard panels for display and storage, electrical connections, and self-locking casters. The firm also supplies equipment to stock the table which includes a 1000 watt single burner hot plate or Bunsen burner and other necessary apparatus.

(For Further Details Circle Index Code 0137)

ELIMINATE BROKEN TAPES

Speed-Eez is a new tape threader and leader for tape recorders which, according to the manufacturer, will eliminate broken tapes. The threader, made of unbreakable DuPont Mylar, has a new attachment on one end that makes threading a tape recorder child's play. Just slip the tip into the empty reel and the tape is ready to play. The other end of the 24-in. leader has a connecting tab that seals permanently to the tape in three seconds. The low-cost device is available from Speed-Eez Products, Hollywood 46, Calif.

(For Further Details Circle Index Code 0138)

PADDED WAINSCOTING

A safety wall covering of vinyl-covered foam rubber has been announced by Fred Medart Products, Inc., St. Louis 18, Mo. Safe-Wal is a cushion plastic foam fastened to a plywood backing and covered with a



Covered Foam Rubber

heavy vinyl-coated fabric. The foam absorbs the shock of body impact, thereby lessening injuries due to "crash" accidents. The protective material can be easily installed over unfinished walls, eliminating protective mats and other more expensive wall finishings. The vinyl covering resists perspiration, moisture, grease, and dirt; the foam is rot- and vermin-proof. An occasional wipe with a damp cloth is all the maintenance needed. The panels are 2 ft. wide and available in heights of 5, 5½, and 6 ft. Safe-Wal comes in standard willow-green or buff, and a wide selection of custom colors. Send for the manufacturer's catalog.

(For Further Details Circle Index Code 0139)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

LOW-PRICED DUPLICATORS

Three new duplicators, introduced to the low-price field by Ditto, Inc., Chicago 45, Ill., retain all of the best features of the higher-priced models. The new machines are wider and lower than previous models and are quieter in operation. Models D-30, hand-operated, and D-31, electrically-operated, are equipped with liquid control dials geared to paper size so that only the needed amount of



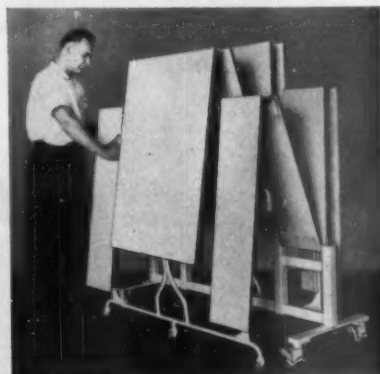
Hand or Electric Models

liquid will be released. Liquid and pressure control levers are latch type for quick and accurate positioning. The machines have a speed of two copies per second, will handle paper from 13 lb. to card stock without adjustment and in any size from 3 by 5 in. to 9 by 14 in.

(For Further Details Circle Index Code 0140)

COMPACT TABLE-BENCH

Schools with overcrowded lunchrooms will be interested in the folding table-bench offered by Schieber Sales Co., Detroit 39, Mich. The



Flexible Seating Unit

Flexo-Fold unit is 12 ft. long when extended and contracts to 17 in. for storage. The table-bench carrier is of 2-in. square steel tubing with a steel center support. The carrier has four large swivel-type casters, two of which lock to prevent shifting. Everfoam, a hard, smooth, grain-free new material is used in the bench top, and can be finished in colors or natural wood. Request a catalog sheet.

(For Further Details Circle Index Code 0141)

(Continued on page 78)

THINK...
...how
these...

3

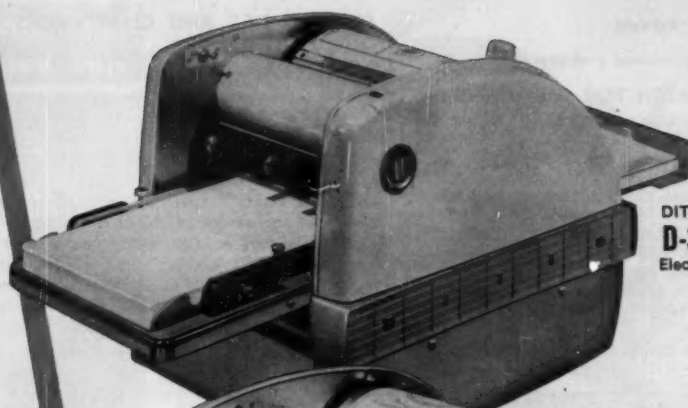
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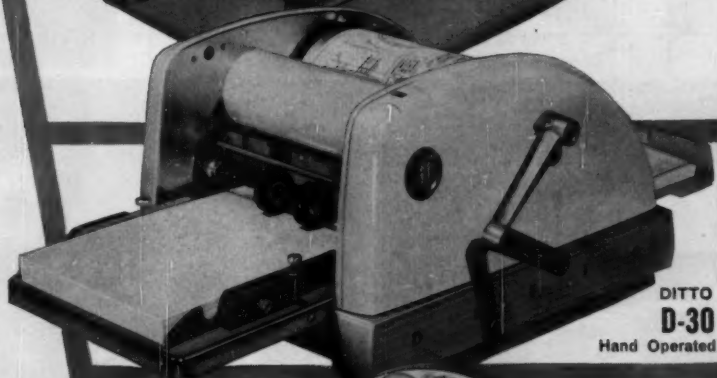
IN AN INSTANT THEY MAKE BRIGHT, INVITING COPIES OF ANYTHING YOU WRITE, TYPE, DRAW OR TRACE ON A DITTO MASTER... on any weight of paper or card stock... from 3" x 5" to 9" x 14"... in one to 5 colors at once... at 120 copies a minute... 300 and more sharp copies per master.

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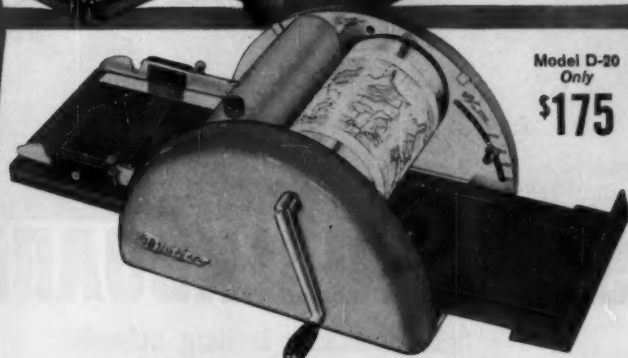
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DITTO
D-31
Electric



DITTO
D-30
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Model D-20
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☐ Arrange DITTO machine demonstration for me.

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City _____ Zone _____ State _____

News of Products . . .

(Continued from page 76)

SAFETY LATCH FOR BLEACHERS

A new locking device for bleachers, developed by Hussey Mfg. Co., Inc., North Berwick, Me., is a simple metal gravity latch, located on each tier. As the stands open, each tier is automatically locked into position. To close the fully open stands, a special key is necessary. When the first tier is unlocked, it rolls back and subsequently releases the latch of each successive tier. Other safety locks are also available. The new latch prevents unauthorized persons from operating the bleachers.

(For Further Details Circle Index Code 0142)

FOLDING HAT AND COAT RACKS

A new line of folding hat and coat racks is so compact that the racks can be stored in a small closet or wheeled through a narrow doorway to the storage area. The VeeP racks, manufactured by the Vogel-Peterson Co., Chicago 9, Ill., expand to 6½ ft. long and will accommodate 72 coats and hats without crowding. The racks are constructed of tubular steel. Hat shelves are of closed end aluminum tubes supported in cast aluminum brackets. Two types are available: with rails for garment hangers, or with hooks suspended from the lower shelf. The racks can be easily opened in a matter of seconds by one person.

(For Further Details Circle Index Code 0143)

NEW TUBING IN TRAMPOLINES

New oval-shaped steel tubing used in the manufacture of all Nissen regulation trampolines provides strength, durability, and a lighter-weight trampoline. Because of this



Lightweight Yet Sturdy

new construction, the regulation trampoline weighs only 33 lb. The weight of the firm's Goliath Trampoline has been lightened by 50 lb. so that even girls can handle it with ease. The new tubing has a compact, modern look, and allows protective frame pads to lie flat. For a free catalog, write to the manufacturer, Nissen Trampoline Co., Cedar Rapids, Iowa.

(For Further Details Circle Index Code 0144)



Blooming Prairie Jr.-Sr. High School, Blooming Prairie, Minn.
Archit. Haastick, Lundgren & Assoc., Inc., St. Paul, Minn.
Photographer: Clark Dean, Infinity, Inc., Minneapolis, Minn.

SLATE CHALKBOARDS

first choice in leading schools

FOR EASIEST READING . . . WRITING . . . CLEANING



The growing number of award winning schools using slate chalkboards confirms slate's

- ... superior visibility
- ... unsurpassed writing and erasing qualities
- ... timeless good looks
- ... lowest cost per year
- ... simple maintenance

Write for free literature on slate chalkboards. You'll find them invaluable in choosing the proper chalkboard for your school.

500 million years in the making NATURAL SLATE

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.

Pen Argyl, Pennsylvania

Sponsored by producers of Pyramid and Keystone American natural slate chalkboards



Portable Office Aid

New York City, has designed this six-sheet collator expressly for the small office that does not need a more expensive office model or has a light load of collating. In one minute the model gathers 120 sheets or 20 sets of six sheets each. Each bin holds 1¼ in. of standard 8½ by 11-in. paper. Burred feed rollers will handle paper weights from the lightest tissue or onionskin up to ½-in. cardboard. Made of steel with a silver hammeroid finish, the machine measures 12 by 15 by 15 inches, and weighs only 35 lb., so it is easily portable by any office girl.

(For Further Details Circle Index Code 0145)

(Concluded on page 80)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

**Gym Costs Are No Problem
With Money-Makers Like This**



Wonderful
Exercise
Fun Too!

Community Skating — Our Lady Lourdes High School, Marinette, Wis.

\$13,000 net from roller skating! That's how this school helped finance its new gym and more than paid the cost of its floor the very first year! Soft, dead flooring which false economy sometimes substitutes can't take skating, of course. For maximum liveliness with wear, make your floor Wells' **DIAMOND HARD** Northern Maple too.



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Member, Maple Flooring
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EXTRA YEARS

of Clean, Safe, Quiet Operation
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DELTA POWER TOOLS

another fine product by

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News of Products . . .

(Concluded from page 78)

ALUMINUM PLUMBING FIXTURES

Plumbing fixtures of unbreakable cast aluminum are manufactured by the Aluminum Plumbing Fixture Corp., Burlingame, Calif. Lavatories, toilets, and combination units are offered. Designed primarily to withstand a great deal of punishment, the units are crack-



Combination Unit

tamper-, and vandal-proof, and almost completely immune to hot and cold. Smooth contour lines make for easy maintenance. Available in nonchip white or pastel colors, the new fixtures are nominally priced. Request catalog and specification sheets.

(For Further Details Circle Index Code 0146)

NONSLIP FLOOR COVERING

A new resilient, nonslip floor covering is offered by Minnesota Mining and Mfg. Co., St. Paul 6, Minn. Scotch-Tred, resilient nonslip floor covering, buries walking noise, is spark-proof and flame-resistant, and resists chemicals, paints, and solvents. The sturdy fabric has an adhesive backing that facilitates easy application: simply remove the backliner and press onto a clean, dry surface. The material is flexible enough to be used in a continuous strip on stairways. It may also be used in showers, and as a protective covering for walls. Scotch-Tred is available in 96-ft. rolls 4, 6, 12, 18, 24, and 36 inches wide; in ¼ by 24-inch strips; and in 9 by 9-in. tiles. Write for more details and free sample.

(For Further Details Circle Index Code 0147)

AUTOMATIC HAND DRYERS

Using a specially designed motor, the World Dryer Corp., Chicago, Ill., has induced a 20 per cent increase in the hot air flow of its hand dryers. The streamlined new motor sends air moving directly and smoothly to the fan, across the heating element that is heated to 140° F. An automatic circuit breaker prevents overheating. Models are available for either 110 or 220 volt a.c., or 115 volt d.c. The push-button dryer runs for 30 seconds before automatically shutting off. An iron-cast cover protects the machine from vandalism or accidents. Finished in an acid resistant enamel, the dryer case is mar-proof and easily cleaned. The compact unit measures 11½ in. long, 9½ in. high, and 6½ in. deep.

(For Further Details Circle Index Code 0148)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

CATALOG & BOOKLETS

A practical guide for businessmen or corporation executives who are interested in aiding education is called "How Do Business and Schools Work Together? Copies are available from The National Citizens Council for Better Schools, New York 16, N. Y.

(For Further Details Circle Index Code 0149)

The Ilg Electric Ventilating Co., Chicago, is offering a new bulletin describing Type L-CRF Airfoil centrifugal power roof ventilators. It gives architect's specifications and installation data. Write for bulletin No. 2700.

(For Further Details Circle Index Code 0150)

"Sportlighting for Night Football" is a new eight-page bulletin from Crouse-Hinds Co., Syracuse 1, N. Y. The bulletin features sportlighting layouts based on recommendations by the Illuminating Engineering Society. Tips on light installation and maintenance are included.

(For Further Details Circle Index Code 0151)

A catalog describing the complete line of steam cooking equipment is available from Market Forge Co., Everett 49, Mass. Steam cookers for all types of installations are included.

(For Further Details Circle Index Code 0152)

MANUFACTURER'S NEWS

The Library Binding Institute Scholarship Award for 1958, established to encourage the training of future librarians and to encourage research, has been awarded to Miss Ruth Carol Scheerer of Ruston, La. The institute annually presents a \$1,000 scholarship to a student in a school of library science.

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is Really a

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usable for:

Standard (3¼" x 4") Lantern Slides.
Tachistoslides (4" x 7"). 2" x 2¼" Slides.
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It's a Real Daylight Projector — the lens system concentrates the light over a relatively small area, so that clear, brilliant projection is attained.

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READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisements and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.	Page No.	Code No.	Page No.
90	Aetna Life Affiliated Companies 14	914	Gold Medal Products Co. 74
	Insurance plan. Use coupon page 14 for booklet.		Popcorn machines.
91	American Bitumuls & Asphalt Co. 63	915	Hampden Specialty Products, Inc. 4
	Playground surfacing.		Folding chairs.
92	American Crayon Co... 56	916	Heywood-Wakefield Co. Ins. bet. 20 & 23
	Chalks, water colors, crayons.		School furniture.
93	American Desk Mfg. Co. Ins. bet. 70 & 73	917	Hillyard Chemical Co.. 19
	School seating.		Maintenance materials.
94	American Playground Device Co. 70	918	Hunt Pen Co., C. Howard 73
	Playground and swimming pool equipment.		Pencil sharpeners.
95	American Seating Co. Ins. bet. 58 & 63	919	International Business Machines Corp.... 64 & 65
	School seating.		Electric typewriters.
96	Berlin Chapman Co... 58	920	Keystone View Co.... 80
	Mechanical folding bleacher.		Overhead projectors.
97	Beseler Co., Chas.... 66	921	Library Binding Institute 74
	Opaque projector.		Progress in binding.
98	Cyclone Fence Dept. Amer. Steel & Wire Div. 15	922	Maple Flooring Mfrs. Assn. 2
	Fences and gates. Use coupon page 15 for information.		Northern hard maple.
99	Delta - Rockwell Power Tool Division 79	923	Medart Products, Inc., Fred 2nd cover
	Power tools.		Gymnasium equipment. Write for catalog.
910	Ditto, Incorporated 77	924	Minneapolis-Honeywell Regulator Co.... 6 & 7
	School duplicators.		School temperature control systems.
911	Dodge Div. Chrysler Motors 3rd cover	925	Mississippi Glass Co... 5
	School bus chassis.		Rolled, figured and wired glass.
912	Durham Mfg. Corp.... 68	926	Monroe Co., The..... 70
	Folding metal chairs.		Folding tables and chairs. Trucks. Portable partitions.
913	Firestone Tire & Rubber Co. 18	927	Nesbitt, Inc., John J. 16 & 17
	School bus tires.		Heating and ventilating systems.

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September, 1956

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READER'S SERVICE SECTION

(Continued)

Code No.	Page No.	Code No.	Page No.
928	Owens Illinois: Kimble Glass Co. Subsidiary 68 & 69 Glass block and toplite panels.	943	Vacuum Can Co. 73 Coffee and beverage carrier-dispensers.
929	Pennsylvania Slate Producers Guild 78 Slate chalkboards	944	Wells Lumber Co., J. W. 79 Northern maple flooring.
930	Premier Engraving Co.. 80 Engravers.	NEWS OF PRODUCTS FOR THE SCHOOLS	
931	Royal Typewriter Co., Inc. (Div. Royal McBee Corp.) 75 Electric typewriters.	0136	United States Steel Corp. 76 Steel Chalkboards
932	Safway Steel Products, Inc. 66 Telescoping gym seats. Write for catalog.	0137	Science Kit, Inc. 76 Science Lab Kit
933	Shwayder Brothers, Inc. ins. bet. 8 & 13 School seating.	0138	Speed-Eez Products ... 76 Tape Threader
934	Sloan Valve Co. 1 Flush valves.	0139	Fred Medart Products, Inc. 76 Safety Wall
935	Southern California Plastering Institute 57 Genuine Lath and Plaster.	0140	Ditto, Inc. 76 Duplicating Machine
936	Structural Slate Co. 13 Natural slate blackboards.	0141	Schieber Sales Co. 76 Table-Bench
937	Taylor Company, Halsey W. 70 Drinking water equipment.	0142	Hussey Mfg. Co., Inc. ... 78 Bleacher Locks
938	Todd Shipyards Corporation 79 Gas or oil burners.	0143	Vogel-Peterson Co. 78 Hat and Coat Rack
939	United States Steel Corp. American Bridge Div. 55 Standard steel stadium deck.	0144	Nissen Trampoline Co.. 78 Trampoline Tubing
940	United States Steel Corp. ins. bet. 39 & 42 Window walls of steel.	0145	Thomas Collator, Inc. ... 78 Electric Collator
941	Universal Bleacher Co. 4th cover Folding bleachers. Catalog free on request.	0146	Aluminum Plumbing Fixtures Corp. 80 Cast Aluminum Fixtures
942	Up-Right Scaffolds 67 Telescoping aluminum structure.	0147	Minnesota Mining and Mfg. Co. 80 Nonslip Flooring
		0148	World Dryer Corp. 80 Hand Dryers
		0149	The National Citizens Council for Better Schools 80 Booklet
		0150	Crouse-Hinds Co. 80 Bulletin
		0151	Ilg Electric Ventilating Co. 80 Bulletin
		0152	Market Forge Co. 80 Catalog

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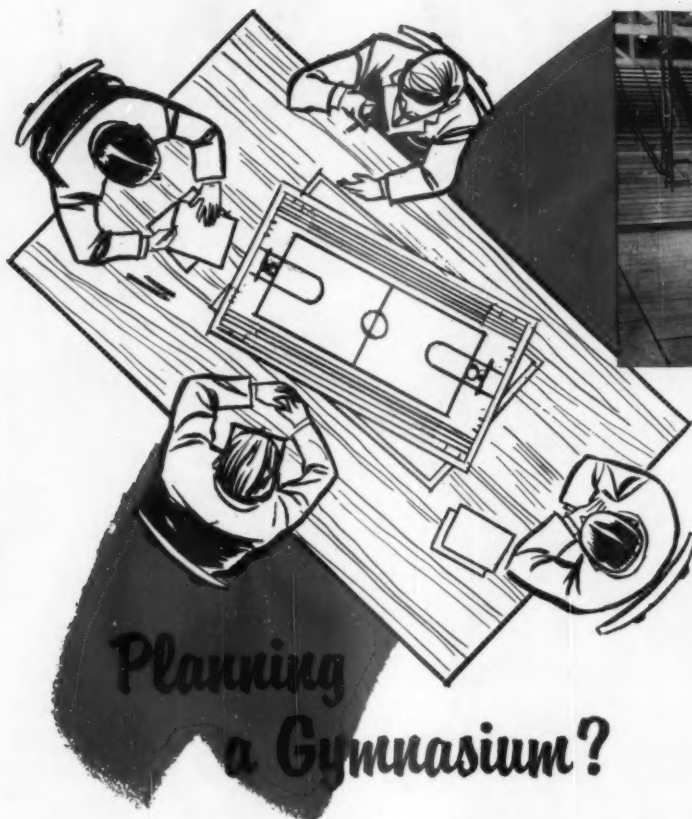
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